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ABSTRACT

Project GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded program focused on encouraging disadvantaged youth to have high expectations, stay in school, and take academically rigorous courses to prepare them for college. A GEAR UP grant in rural north-central West Virginia funds academic and support services for seventh-grade students and their parents and follows those students for 4 years. This report summarizes findings from two sets of surveys administered in fall 2002: a baseline survey of incoming seventh-graders and their parents, and a follow-up survey of 10th-graders. Usable responses were received from 2,311 seventh-graders (85 percent return rate), 1,895 mothers, 1,236 fathers, and 1,812 10th-graders (63 percent return rate). Overall, seventh-grade students had positive views of their academic abilities and efforts, and their parents' perceptions were similarly positive. Student and parent aspirations were high for students' postsecondary education. Students viewed parents and teachers as their best sources of information about college, but only a third of parents felt knowledgeable on the subject. Most 10th-grade students were satisfied with GEAR UP. Students' postsecondary plans had been influenced by program activities, particularly college visits. This group had become more aware of college requirements since seventh grade, and about half had discussed academic requirements with family or school staff, compared to less than a fourth when in seventh grade. Recommendations are offered for program improvement. Appendix presents survey questionnaires. (Contains 19 references and 28 data tables and figures) (SV)

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Fairmont State College GEAR UP Project:

Year 4 Baseline Seventh-Grade Survey and Tenth-Grade Follow-Up Survey (2002-2003)

Gaining Early Awareness and Readiness for Undergraduate Programs

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Year 4 Baseline Seventh-Grade Survey and Tenth-Grade Follow-Up Survey (2002-2003)

April 2003

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EXECUTIVE SUMMARY

In 1999, the U.S. Department of Education funded 21 state and 164 college and middle school partnership grants for Project GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs). These grants focused on encouraging disadvantaged youth to have high expectations, stay in school, and take academically rigorous courses to prepare them for college. Fairmont State College (FSC) received the fourth largest grant nationwide and was the only West Virginia recipient.

FSC's partnership grant includes early intervention, partnership, and scholarship components for its mostly rural constituents in north central West Virginia. Collaborating agencies include nine county boards of education (Barbour, Doddridge, Harrison, Marion, Monongalia, Preston, Randolph, Taylor, and Tucker) and a number of state, business, and organizational partners. The grant initially funds academic and support services for seventh-grade students and their parents and follows those students through the next four years. In addition, a new pool of seventh graders is added each successive year. Typical activities include tutoring, mentoring and counseling, after-school and weekend activities, summer camps, financial planning and college awareness sessions for parents, educational classes for parents, curriculum guides, staff development and training, support equipment and motivational materials, and internships.

As part of its GEAR UP grant, FSC contracted with AEL to administer and analyze surveys to gather baseline information on incoming seventh-grade students' and parents' awareness and perceptions of, interest in, and aspirations for students' postsecondary education. In 2002, AEL and FSC also administered a follow-up survey to tenth graders. This report summarizes findings from the fourth administration of the surveys to seventh graders and their parents and the follow-up survey to tenth graders at the 48 participating middle and high schools in September 2002. The main objectives are to analyze and summarize regional GEAR UP baseline and follow-up survey data.

Three surveys were used for data collection—one for seventh-grade students, one for their parents (one copy for mothers and one copy for fathers), and one for tenth-grade students. All surveys were in a format compatible for scanning and, based on data from the third-year administration of the seventh-grade student and parent surveys, a small number of response options were clarified. The seventh-grade student survey contained 90 selected-response items, the parent survey contained 30 selected-response items, and the tenth-grade student survey contained 13 selected-response items, with various response options. To assess the degree to which items measure the same construct (internal consistency), Cronbach Alpha reliability estimates were computed for this set of respondent scores: the seventh-grade student survey coefficient was .91; the parent survey coefficient was .76 for mothers and .78 for fathers; and the tenth-grade student survey coefficient was .88. Thus the surveys possessed sufficient internal consistency.

In July 2002, AEL staff photocopied the final surveys and assembled student packets (containing a cover page, a seventh-grade student survey, and two copies of the parent survey) to be distributed to middle school staff. Student packets for the tenth-grade students consisted of a cover page and a student survey and were distributed to high school staff. The materials were

delivered to Flatwoods, West Virginia, where they were picked up by an FSC staff member. Each participating school received an appropriate number of student packets, as well as envelopes for returning the completed surveys to AEL. The total number of seventh-grade students at the participating schools was 2,734 and tenth-grade students was 2,899.

For student packets, teachers were instructed to complete the demographic cover page, transfer the corresponding identification number to all surveys, and then remove the cover page before distributing the packets to students. The cover pages were to be collected and sent to FSC staff. Students were given time during a class period to complete their surveys and seventh-grade students were instructed to take the parent surveys home for their parents to complete and then return them to their teacher. When all surveys for a school were completed and returned, a staff member packaged the materials in the envelopes provided and mailed them to AEL.

Although no specific deadline was given for returning the completed surveys, school staff were urged to administer them as soon as feasible so that planning for GEAR UP activities could be finalized and project implementation could continue. Of the 48 participating schools, 15 middle and 3 high schools returned their surveys in September, 11 middle and 11 high schools in October, 1 middle and 2 high schools in November, 1 high school in December, and 1 middle school in January. One middle school and 2 high schools did not return surveys.

Response rates varied by type of survey. A total of 2,311 usable seventh-grade student surveys was received (85% return rate). Parental participation rates are estimates only, based on the assumption that each student has both a male and female parent or guardian: 1,895 mother surveys were received (69% return rate) and 1,236 father surveys were received (45% return rate). The seventh-grade student return rate is slightly higher than last year's 83%, whereas the parent return rates are both lower than last year's, which were 72% and 49%, respectively. A total of 1,812 tenth-grade student surveys was returned for a response rate of 63%.

In order to provide timely data to FSC staff for finalizing GEAR UP activities, data analyses and summarization were completed in March 2003. County-specific summaries for the seventh-grade student and parent data and regional summaries for seventh grade, tenth grade, and parent data were prepared on survey facsimiles, with response percentages printed in red ink to aid readability. In April, the following materials were transmitted to FSC staff: a complete set of the county and regional summaries for FSC use and county-specific summaries for sharing with the nine county GEAR UP coordinators.

Findings are presented for the regional overview by type of survey and include narrative text, 10 tables, and 18 figures. Some of the key conclusions and recommendations follow.

Conclusions

- Overall, seventh-grade students have a positive view of their academic abilities and of the effort they put into their studies. More than three fourths view themselves as good or excellent students. Further, nearly two thirds believe they work as hard as other students and about a third report that they work harder or much harder. Parents have a similar perception of the effort their child puts into education. About a third perceive their child works harder or much harder than other, and about half believe their child works about the same; more than three fourths believe their child is an excellent or good student.

- Seventh-grade students report being well supported in the areas of confidence to take action, sense of accomplishment, and leadership/responsibility. They report feeling less supported in fun and excitement, belonging, and curiosity and creativity. In other words, while students report feeling fairly confident and successful about learning, they do not seem to view their learning as particularly interesting or exciting, do not feel that they are given the opportunity for exploration, and do not feel that teachers particularly value their thoughts or feelings.

- Overall, seventh-grade student and parent aspirations are high for the student's postsecondary education. About three fourths of the students believe that they will obtain either a bachelor's or advanced degree and they believe their parents want them to get a bachelor's or advanced degree. Similarly, more than three fourths of the parents report wanting their child to obtain either degree.

- Seventh-grade students view parents and teachers as their best sources of information about academic choices and most value their input to educational decision making. However, only about a third of the parents are familiar with college entrance requirements and believe they have enough information about high school graduation requirements.

- The majority of tenth graders indicate satisfaction with the GEAR UP program and more than a fourth indicate they participate in most or all of the offered activities. However, there is some discrepancy in this self-reported data, because students also most often report they never participate in a number of specific activities such as tutoring, mentoring, counseling, workshops, college visits, job shadowing, and family activities. It may be that students are unaware that activities they participate in are actually affiliated with the GEAR UP program. Too, it may be that the first question of participation was too broad and that students did not understand the parameters (i.e., whether it was multiple years or the current school year, etc.). Further, it may be that each school or county offers only selected activities.

- Participation in the GEAR UP program is directly impacting students' lives. Nearly a third of the tenth graders believe their participation is leading to changes in their postsecondary plans. College visits are the most influential on students, with more than half selecting them as the most important experience leading to change; this corroborates students' selection of college visits as the activity in which they most often participated. Students also believe that having information about the benefits of attending college and about the financial costs and aid available, led to changes in their postsecondary plans.

- As the GEAR UP students are maturing, they are becoming more aware of the various types of postsecondary institutions and are becoming more attentive to college requirements. About half of the tenth graders report discussing college entrance and/or academic requirements compared to less than a fourth of the seventh graders. However, the fact that slightly less than half have held these discussions suggests the need for continued efforts in this area.

Recommendations

- FSC and school staff should more strongly emphasize the importance of college-preparatory courses and encourage more students to plan on taking such courses, especially physics, calculus, and trigonometry. FSC and school staff could review any evaluations of GEAR UP activities related to college-prep courses and make adjustments as needed. And, perhaps additional college-prep activities could be planned and implemented.

- FSC and school staff should help all students understand that college is a viable option for them and provide information about degree requirements for various career choices and the entrance requirements for postsecondary institutions. Still too many students are unaware by tenth grade of these requirements, which may make meeting all the entrance requirements either difficult or impossible.

- FSC and school staff should provide more students and parents with information about and requirements for financial aid sources for financing postsecondary education. Again, any GEAR UP evaluation reports describing activities in this area could be used to identify possible improvements. Also, expansion of activities in this area could be considered.

- FSC and school staff should work to find ways to make learning more interesting and exciting for students, and provide more opportunities for individual exploration. The emphasis here would be on making learning "come alive" to students by capturing their interest via activities, content, or explorations that pique their curiosity and creativity.

- FSC and school staff should work to find ways of increasing students' sense of belonging in the school community. Students need to feel that teachers care about them personally, and value and respect their opinions. Perhaps some emphasis on activities focusing on school pride would help students feel like an integral part of the school community.

- FSC and school staff should continue working to increase student participation in GEAR UP activities currently being offered. Tenth-grade students seem satisfied overall with the activities in which they participate. Although these activities have the potential to lead to changes in postsecondary plans, most students are not availing themselves of these opportunities, especially tutoring and mentoring. Perhaps these activities could be redesigned to make them more attractive to students and/or make students more aware of their potential benefits. If the issue is accessibility, perhaps additional transportation could be provided. Of all the GEAR UP activities, tenth graders most value the college visits. Perhaps this activity could be expanded or offered more frequently to reach more students.

INTRODUCTION

GEAR UP Description

In August 1999, President Clinton announced $120 million in GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants to 21 states and 164 partnerships of colleges and middle schools across the country (Office of the Press Secretary, 1999). These U.S. Department of Education-funded grants were to encourage disadvantaged youth to have high expectations, to stay in school, and to take academically rigorous courses to prepare them for college. GEAR UP differs from other federal programs in that it

- begins no later than the seventh grade to help ensure that students take appropriate college-preparatory courses and follows them through high school
- transforms schools by working with entire grades of students (cohort or whole-grade approach) to provide a comprehensive array of services including mentoring, tutoring, counseling, strengthening the curriculum, professional development for teachers and staff, parent involvement, after-school programs, summer academic and enrichment programs, and college visits
- leverages local resources by encouraging colleges to partner with low-income middle schools and leverages nonfederal resources with a 1-for-1 match requirement
- provides college scholarships and 21st Century Scholar Certificates (early notification of students' eligibility for financial aid)
- bolsters state efforts by supporting early college preparation programs (Office of the Press Secretary, 1999).

Fairmont State College (FSC) received the fourth largest grant nationwide for 1999-2000 and was the only West Virginia recipient. Grant criteria included a demonstrated need for funding as reflected by poverty levels, gross income levels, college-going rates, and academic preparedness; critical components of early intervention efforts, activities to promote college preparation, and parent involvement; and a demonstrated commitment of partners (FSC, 1999).

Fairmont State College GEAR UP Grant

The FSC partnership grant aims to promote the academic advancement of higher education among youth by increasing their interest in and academic preparation for college. Specific purposes include giving more low-income students the skills, encouragement, and preparation needed to pursue a postsecondary education; contributing to the reform and improvement of schools; increasing the number of low-income students who are prepared to attend college and succeed; strengthening academic programs and student services at

participating schools; building an academic pipeline from high school to college; developing effective and enduring alliances among schools, colleges, students, parents, government, and community groups; improving teaching and learning; and raising standards of academic achievement for all students (FSC, 1999).

Fairmont's five-year grant includes early intervention, partnership, and scholarship components for its mostly rural constituents in north central West Virginia. Collaborating agencies include nine county boards of education (Barbour, Doddridge, Harrison, Marion, Monongalia, Preston, Randolph, Taylor, and Tucker) and a number of state, business, and organizational partners. Of the 48 schools within the nine-county region served by the grant, 30 (62%) have a rural outside MSA Johnson code, a system used by the National Center for Education Statistics (2003) to assign locale types. Fifteen (31%) of the schools are classified as small town and 3 (6%) as large town (all in Monongalia County). Further, all 55 of West Virginia's counties have been classified as Appalachia by the Appalachian Regional Commission (2003).

The FSC GEAR UP grant initially funds academic and support services for seventh-grade students and their parents in the nine participating counties and follows those students through the following four years. In addition, a new pool of seventh graders is added each successive year. By the end of the five-year funding cycle, the majority of the high school population would have participated in GEAR UP directly or at least benefited from the overflow effect of a GEAR UP presence in each middle and high school. At that point, core elements of GEAR UP will have been institutionalized, and systemic and environmental changes implemented in all 48 middle and high schools in the nine-county area. Typical activities include but are not limited to

- students (after-school tutoring, mentoring and counseling, after-school and weekend activities, and summer camps)
- parents (financial planning, college awareness, educational classes, and transportation assistance)
- staff (curriculum guides, staff development and training, support equipment and motivational materials, and internships) (FSC, 1999).

Purpose and Objectives of Study

As part of its scope of work in the GEAR UP grant, Fairmont State College contracted with AEL to (1) administer and analyze student and parent surveys to gather baseline information on incoming seventh-grade students' and parents' awareness and perceptions of, interest in, and aspirations for students' postsecondary education and (2) administer and analyze a follow-up survey of tenth graders. This report summarizes findings from the fourth administration of the surveys to seventh graders and their parents and the follow-up survey to tenth graders at the 48 participating middle and high schools in September 2002. (For results of the first, second, and third baseline surveys, see Cowley, 2000 & 2001; Cowley, et al., 2002.) The main objectives are to analyze and summarize regional GEAR UP baseline and follow-up

survey data. The primary audiences are FSC staff and GEAR UP funding agents. Secondary audiences include West Virginia GEAR UP partners, AEL staff, and others interested in student and parent aspirations.

Review of Literature

Student aspirations extend far beyond individual dreams or ambitions. Aspirations encompass individual and family educational goals, career choices, and self-concept. Quaglia and Perry (1993, p. 2) suggest that aspirations are composed of two components: inspiration and ambitions. "Ambitions represents an individual's ability to look ahead and invest in the future. Inspiration can be described as the individual's ability to invest the time, energy, and effort presently to reach their ambitions." (For a historical perspective on the aspirations construct, see Quaglia and Cobb's 1996 "Toward a Theory of Student Aspirations," *Journal of Research in Rural Education*, 12[3], 127-132.)

Researchers at the University of Maine's National Center for Student Aspirations have identified eight conditions that support high levels of aspirations in youth: achievement, belonging, curiosity, empowerment, excitement, mentoring, risk taking, and self-confidence (Plucker & Quaglia, 1998). The authors state that these conditions "provide an interpretive template that frames how students can be viewed and how schools can positively support . . . the development of student aspirations" (p. 253). Further research at the university's College of Education and Human Development resulted in modifications to the eight factors related to student aspirations. These eight conditions, which "emphasize the importance of putting the students at the center of any school initiative or program" (University of Maine, 1999a, p. 1), include

- Belonging: A relationship between two or more individuals characterized by a sense of connection, support, and community
- Heroes: People whom children admire and imitate because of their personal talents
- Sense of Accomplishment: In addition to academic success, recognizes effort, perseverance, and citizenship as important signs of children's success
- Fun and Excitement: Involves being interested in something, being emotionally involved, or having an intense experience or desire of some kind
- Spirit of Adventure: Characterized as a child's ability to take on positive, healthy challenges
- Curiosity and Creativity: Characterized as inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries
- Leadership and Responsibility: Children's sense of control and responsibility for their actions and words
- Confidence to Take Action: The extent to which children believe in themselves and is related to self-regard, self-esteem, self-worth, and self-respect.

Adolescence is characterized by emotional, physical, cognitive, and social transformations. As patterns of thoughts or choices emerge, youth begin to gain a picture of "who they are," which is essential for school to have meaning and purpose. Schools can help facilitate those transformations by providing an environment conducive for students to learn how to usefully and productively manage their time, energy, and efforts in ways that are meaningful to them for the future and yet enjoyable to them in the present (Quaglia & Perry, 1993). Educators can try to influence aspirations with inspiration, realism, and respect (Sizer, 1996). Schools can achieve this, according to Sizer, by attracting "interesting" staff with aspirations of their own, keeping schools small to allow more than casual interactions, making time for students to pursue interests, providing "aspirer" models from the community, and being flexible. He encourages, "Expect every youngster to have a worthy passion of some sort. Work at it, make it a priority, speak about it, make exceptions for it" (p. 126). Quaglia and Cobb (1996) state that youth are pressured toward uniformity by social groups and suggest that schools combat this mind-set by fostering an environment that encourages diversity, excellence, and risk taking among students.

Cobb, McIntire, and Pratt (as cited in Quaglia & Perry, 1993) report that rural youth believe their parents are more supportive of them taking full-time jobs, attending vocational schools, or joining the military than going to college. In addition, Walberg and Greenberg (1996) note that rural youth also face communities in economic decline, limited work opportunities, and increased isolation. Yet youth are a rural community's greatest asset. When youth migrate from their hometowns, rural communities suffer a loss of talent and vitality crucial to the development or maintenance of a desirable future for these communities (Ley, Nelson, & Beltyukova, 1996). Factors affecting out-migration include limited economic opportunities, lack of faith in a community to sustain favorable economic conditions, and a willingness of rural youth to look elsewhere for opportunities. All of these, combined with overall lower aspirations for postsecondary education, make it more difficult for rural youth to achieve career and economic success within West Virginia.

Howley, Harmon, and Leopold (1996) note that educators and community leaders believe rural youth are becoming less involved in their hometown communities—which may reinforce students' inclination to migrate elsewhere. To encourage rural youth to remain active participants in their local communities, community members and schools must encourage and facilitate the development of rural students' aspirations and, at the same time, transform local communities into appealing places where young adults can prosper and grow while contributing to the quality of rural life.

According to Kampits (1996), rural youth have significantly higher graduation rates from high school than urban youth, yet they are less likely to pursue college degrees and are less likely to graduate from high school with firm plans for the future. In addition, low-income youth are less likely than more affluent youth to enroll in more demanding college-preparatory courses. She challenges educators to focus on the needs of the students:

> Regardless of high expectations—even regulations—that students will learn and demonstrate specific knowledge and understanding, first they must want to learn, be inspired to learn, and understand why they should learn. In short, they must be full partners, not just subjects, in the learning process (p. 176).

METHODS

Instrumentation

In July 2002, AEL staff revised the 2001 seventh-grade student and parent surveys and created the tenth-grade student survey. There were only minor revisions to seventh-grade student and parent surveys; these revisions clarified response options based on data obtained from the third-year administration.

Seventh-Grade Student Survey

This survey contained 90 selected-response items utilizing a variety of response options. Students were asked about their school work, knowledge about college, plans for the future, background, and aspirations. Similar to 2001, 28 items from the University of Maine's Students Speak survey were included to capture data on the eight components related to aspirations (belonging, heroes, sense of accomplishment, fun and excitement, spirit of adventure, curiosity and creativity, leadership and responsibility, and confidence to take action) (University of Maine, 1999a). An additional 5 items, developed by AEL staff, were included in the adventure (2) and leadership (3) components in an attempt to strengthen their reliability. Students were asked to rate their level of agreement on a 1 to 5 scale (Strongly Disagree to Strongly Agree) for 43 items that included the 33 mentioned above, along with 10 others. For analysis purposes, the eight components formed eight separate subscales (see Table 1 for a listing of the items that comprise each subscale). Because each subscale had a different number of items, item-level subscale means (total subscale score divided by number of items in the subscale) were used to enable cross-subscale comparisons.

To assess the degree to which items measured the same construct (internal consistency), Cronbach Alpha reliability estimates were computed for this set of respondent scores for the region (using interval and ordinal items, excluding demographic items). At .91, the coefficient was deemed to be very satisfactory for this type of instrument. At the subscale level, the coefficients ranged from .66 to .79 and were slightly higher than those obtained by the University of Maine researchers (1999b) and those obtained last year. See Table 1 for subscale reliability coefficients.

Parent Survey

This survey, drafted by the U.S. Department of Education and revised by AEL staff, contained 30 selected-response items utilizing a variety of response options. Parents were asked to respond to items about their child, their child's future plans, their knowledge about college, and their background. To assess the degree to which items measured the same construct, Cronbach Alpha reliability estimates were computed for both mother and father respondent scores for the region (using interval and ordinal items, excluding demographic items). For the mother scores, the coefficient was deemed satisfactory for this type of instrument at .76, slightly higher than the .75 coefficient for last year. The .78 coefficient for the father scores also was slightly higher than the .77 for last year.

Table 1: Aspirations Subscale Items and Cronbach Alpha Reliability Coefficients

Subscale and Coefficient	AEL Coeff.*	UoM Coeff.*	Items
Belonging	.79	.80	65. Teachers care about my problems and feelings. 66. Teachers respect my thoughts. 74. Teachers value my opinions. 76. I am proud of my school.
Heroes	.67	.66	64. I am a positive role model to other students. 68. I have a strong caring relationship with an adult. 71. Teachers expect me to succeed. 77. Teachers help me to succeed. 84. I have a teacher who is a positive role model for me.
Sense of Accomplishment	.74	.68	69. Teachers care about my success in class. 70. I believe I can always improve. 78. I put forth the necessary effort to reach a goal. 81. Teachers tell me I do a good job when I try my best.
Fun and Excitement	.73	.70	63. I usually have fun in class. 83. Teachers make learning exciting. 86. I am not usually bored in school.
Spirit of Adventure	.67	.59	59. I know what I want and I go after it.** 61. I can select the best way to solve a problem.** 79. Teachers support me when I try something new. 82. I am eager to learn new things. 89. I have opportunities to decide for myself what I learn about in school.
Curiosity and Creativity	.66	.57	67. I seek solutions to complex problems. 80. My courses help me to understand what is happening in my everyday life. 85. Teachers allow me to explore topics I find interesting. 90. Teachers encourage me to ask questions.
Leadership and Responsibility	.69	.44	58. I can take control of situations.** 60. I am a good leader.** 62. I do what I say I will.** 75. I accept responsibility for my actions. 87. Teachers expect me to be a good decision maker.
Confidence to Take Action	.68	.56	72. I am confident in my ability to do well. 73. I take action on causes I believe in. 88. Anyone can succeed if they work hard enough.

*"AEL Coeff." pertains to findings from the research described in this report; "UoM Coeff." pertains to previous University of Maine research.
**Additional items developed by AEL staff.

Tenth-Grade Follow-Up Survey

The tenth-grade follow-up survey was based on items requested by FSC staff. This follow-up survey included 13 selected-response items, 8 of which were asked in the original seventh-grade survey and 5 of which were new. The new questions pertained to students' participation in GEAR UP during the intervening years. To assess the degree to which items measured the same construct, Cronbach Alpha reliability estimates were computed for this set of respondent scores for the region (excluding the demographic item on high schools). This resulted in a satisfactory coefficient of .88.

Coding Sheets

To keep respondents' identities anonymous in the analysis phase, students were assigned unique code numbers. Coding was done at the school level, usually by the teachers. A Student Demographic Cover Page was completed for each student and included information about the student and parents. Identification codes included the student's Social Security Number, a two-digit county code, and a two-digit code for the school where the student is attending or did attend the seventh grade. By including these codes on all surveys, it is possible to compare an individual's responses across surveys throughout the five-year period, and to link parent and student responses.

Data Collection

The seventh-grade student survey and the parent surveys described earlier were utilized to gather baseline data from seventh-grade students and their parents from the 29 middle and junior high schools in the nine-county area. The 2002-2003 seventh-grade population for these schools was 2,734. In August 2002, AEL staff photocopied the final surveys and assembled student packets to be distributed to school staff. Each packet contained a one-page demographic cover page printed on blue paper, a seven-page student survey printed on yellow paper, and two copies of the two-page (front/back) parent survey printed on white paper (one copy for mothers and one copy for fathers).

The tenth-grade follow-up student survey described previously was utilized to gather data pertaining to students' participation in GEAR UP during the intervening years from the 19 high schools in the nine-county area. The 2002-2003 tenth-grade population for these schools was 2,899. In August 2002, AEL staff photocopied the final survey and assembled student packets to be distributed to school staff. Each packet contained a one-page demographic cover printed on goldenrod paper and a one-page (front/back) student survey printed on gray paper.

Each participating school received an appropriate number of student packets, as well as envelopes for returning the completed surveys to AEL. The boxed materials were delivered to Flatwoods, West Virginia, the first week of August, where they were picked up by an FSC staff member.

Teachers were instructed to complete the demographic cover page, transfer the corresponding identification number to surveys, and then remove the cover page before distributing the packets to students. The cover pages were to be collected and sent to FSC staff.

Students were given time during a class period to complete their surveys and seventh-grade students were instructed to take the parent surveys home for their parents to complete and then return them to their teacher. When all surveys for a school were completed and returned, a staff member packaged the materials in the envelopes provided and mailed them to AEL.

Although no specific deadline was given for returning the completed surveys, school staff were urged to administer them as soon as feasible so that planning for GEAR UP activities could be finalized and project implementation could continue. Of the 48 participating schools, 15 middle and 3 high schools returned their surveys in September, 11 middle and 11 high schools in October, 1 middle and 2 high schools in November, 1 high school in December, and 1 middle school in January. One middle school and 2 high schools did not return surveys. See Appendix A for a completed SEDCAR Standards Checklist, which documents the data collection methods used in this project (Cooperative Education Data Collection and Reporting [CEDCAR] Standards Project Task Force, 1991).

Data Analyses

In order to scan completed surveys, templates were created using Remark software. As data were being scanned and saved in Remark, spot-checks were completed by staff to ensure scanning accuracy. Further, item response analyses were generated to aid staff in verifying the data files, which were remarkably clean. In December 2002 and January 2003, data were scanned by school into seventh- and tenth-grade student and parent databases and stored both on hard drive and taped backup. These files were then exported to the SPSS statistical analysis software program and merged into county-specific files so these analyses could be conducted. Finally, the county files were merged into one master file to prepare a regional analysis by survey. The eight student aspirations subscales were created in SPSS, as well.

Response rates varied by type of survey. A total of 2,311 usable seventh-grade student surveys was received (85% return rate). As expected, parent participation was lower. A total of 1,895 surveys was received from students' mothers (69% return rate, if one assumes that all students have either a mother or some female guardian such as grandmother or stepmother, which is not ascertainable). A total of 1,236 surveys was received from students' fathers (45% return rate, with the same assumption about male care givers). Therefore, response rates for parents should be viewed only as estimates of the population. These return rates were lower than last year's, which were 93%, 83%, and 64%, respectively. A total of 1,812 tenth-grade surveys was returned, for a response rate of 63%. See Table 2 for the number of respondents by county and type of survey.

In order to provide timely data to FSC staff for finalizing GEAR UP activities, data analyses and summarization were completed in March 2003. County-specific summaries for the seventh-grade student and parent data and regional summaries for seventh grade, tenth grade, and parent data were prepared on survey facsimiles, with response percentages printed in red ink to aid readability. In April, the following materials were transmitted to FSC staff: a complete set of the county and regional summaries for FSC use and county-specific summaries for sharing with the nine county coordinators from the participating schools. See Appendix B for a copy of the regional summaries by survey.

Table 2: Number of Respondents by County and Survey

County	Seventh-Grade Student Survey	Parent Survey (Mothers)	Parent Survey (Fathers)	Tenth-Grade Follow-Up Survey
Barbour	219	193	131	30
Doddridge	94	67	42	88
Harrison	576	482	313	539
Marion	404	311	204	371
Monongalia	192	177	134	188
Preston	296	237	159	165
Randolph	317	235	152	227
Taylor	138	123	64	143
Tucker	75	70	37	61
TOTAL	2,311	1,895	1,236	1,812

For the seventh-grade student and parent surveys, and the tenth-grade student survey, response frequencies and percentages were generated. In addition, for the aspirations items on the seventh-grade student survey, descriptive statistics (means and standard deviations) were employed for the eight subscales.

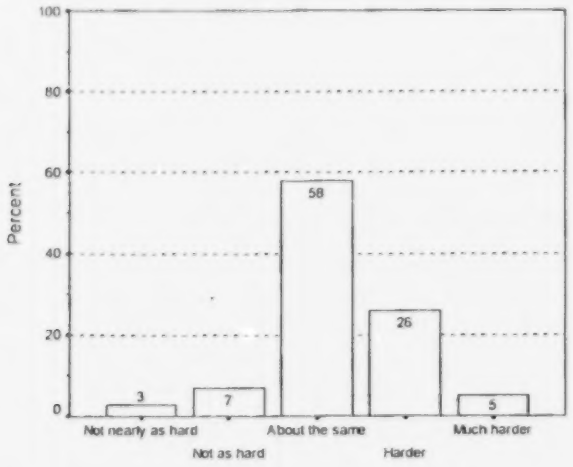
FINDINGS

This section presents findings from the administration of GEAR UP surveys to seventh-grade students and their parents and tenth-grade students in the participating schools within the FSC region. Findings are presented by type of survey. See appendix B for the regional summary of each survey.

Seventh-Grade Student Survey

A total of 2,311 students responded to this survey. However, due to missing data (skipped items), the number of respondents varies from item to item and is not reported. Fifty-one percent of the students were female, and the majority (72%) were 12 years old. Nearly all the students said they were White (89%), 6% said American Indian or Alaska Native, 3% said Biracial or Multiracial, and 1% each said African American, Hispanic or Latino, or Native Hawaiian or Other Pacific Islander. Less than half of the students (39%) said they had one brother, 31% said they had no brothers, and 19% indicated they had two brothers. Likewise, 37% reported having one sister, followed by no sister (34%), and two sisters (18%). Thirty-eight percent of the students reported that four people live in their home, followed by 24% with five residents, 19% with three, and 9% with six.

Students were asked who usually helps them with their homework. The most common response was parent or guardian (89%), followed by friend (26%), brother or sister (23%), teacher (20%), grandparent (15%), and some other family member (13%). Students were then asked how hard they worked in school compared with other students. Fifty-eight percent said they worked as hard as other students and nearly a third (31%) said they worked harder or much harder (see Figure 1 for further details). When asked what type of student they considered themselves to be, almost two thirds (65%) reported that they were good students, 18% said excellent, and 16% said fair (see Figure 2 for further details).



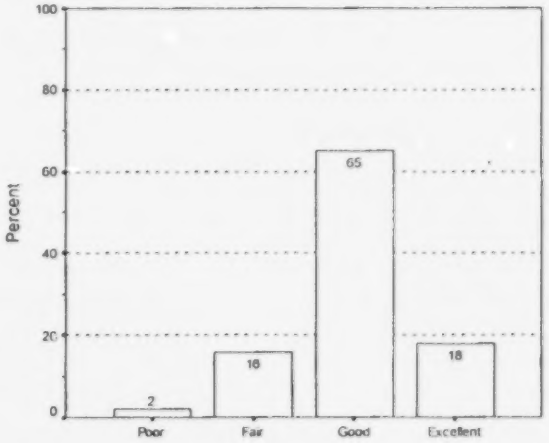


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Figure 1: Students' Perceptions of How Hard They Work in School Compared to Other Students

Figure 2: Students' Perceptions of Themselves as Students

When asked how important it was to them what people thought they should do about their education, nearly all students reported that a parent was very important (91%). This was followed by teacher (75%), grandparent (66%), and principal (62%). Forty-two percent of the students said other (unidentified) people were not important, followed by religious leader (31%), sibling (25%), and coach (22%) (see Figure 3 for a graphical portrayal of whom students thought were very important in helping them make decisions).

When asked how they were doing in certain subjects, students' responses were similar across all subjects: 84% responded that they were doing well in English, 82% in science, 77% in math, and 76% in history. For students who indicated that they were not doing well, their most frequent explanations were fairly similar for English, history, math, and science: have a C or D (13%, 15%, 19%, 14%, respectively); subject is boring (15%, 19%, 12%, 12%, respectively); do not do well on tests (11%, 17%, 18%, 16%, respectively); and do not like the subject (12%, 13%, 13%, 9%, respectively). When students were asked with which subjects they needed help, 38% indicated math, 21% science, 20% each said social studies and English, and 19% history (see Figure 4 for further details).

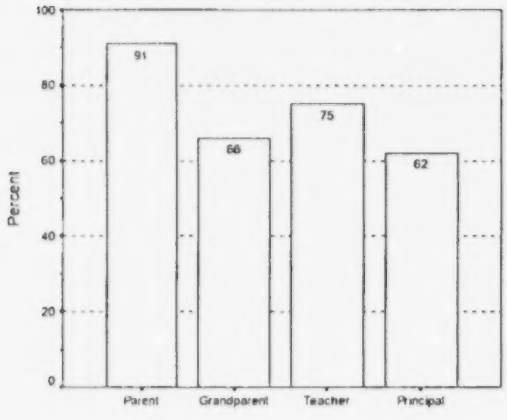

Figure 3: People Who Are Important to Students in Terms of Educational Advice

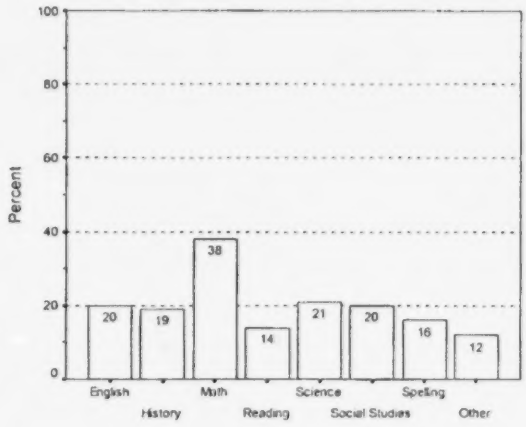

Figure 4: Students' Perceptions of Classes in Which They Need Help

When asked to name their favorite subject in school, 19% of the students indicated math, followed by art and science (14% each). Students were then asked what made that subject their favorite. More than half (55%) of the students indicated that they were good at it, 53% indicated that it was fun or cool, 46% indicated they liked the teacher, 45% said they liked the subject, 41% said that it was easy to understand, 38% said that they liked the activities, and 25% indicated it was challenging.

When asked which courses they planned to take in high school, more than two thirds of the students (67%) selected a foreign language. About half selected algebra (54%) or chemistry (48%); 29% selected physics, 20% calculus, and 19% trigonometry.

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Students were asked how many hours they spent on homework for specific subjects. About half indicated that they spent a half hour each for English (62%), science (56%), history/social studies (53%), math (51%), and all other subjects combined (36%). Between 12% and 25% indicated they spent an hour per day for these subjects, and between 11% and 21% indicated that they did not have homework in these subjects.

Ninety percent of the students thought they had the ability to go to college and 76% said they had good study skills. While 61% said they would be interested in having a "college-type" mentor or buddy, only 36% indicated they would be interested in attending an after-school tutoring program. More than half (53%) said they plan to live in West Virginia when they are 30 and 52% indicated they plan to be working in West Virginia when they are 30.

Nearly two thirds of the students indicated that they participated in sports (59%), followed by clubs (40%) and student government (17%). Regarding technology, more than three fourths (80%) said they had used a computer for school projects or used a computer at home (81%); most of these home computers had Internet access (73%). Nearly two thirds of the students (63%) indicated they had taken a computer class at school.

Six items related to students' knowledge about college. When asked if they had talked to their school counselor or someone else at their school about the entrance requirements for college, 82% indicated that they had not. More than half (56%) indicated that they had an idea of what courses they should take in high school to prepare them for college. When asked if they had heard of various types of postsecondary schools, 80% indicated they were aware of a four-year college or university; 56% said they had heard of a two-year community college; and 55% said they knew of a vocational, trade, or business school. Eighty-three percent responded positively when asked if they thought that a person with a college degree typically earns more money in one year than a person without a degree.

When asked how much they thought one year of tuition would cost to attend a four-year public college in their state, 22% selected $1,001 to $5,000, 22% said $5,001 to $10,000, 17% indicated $10,001 to $15,000, and 12% said $15,001 to $20,000 (see Figure 5 for further details). The actual cost of tuition at a four-year public college in West Virginia is $2,548 and the national average is $3,506 (Snyder & Hoffman, 2002).

Students were then asked how important getting an education beyond high school was to their future. More than three fourths (78%) indicated that it was very important, 13% said it was somewhat important, 8% indicated they did not know, and 2% said it was not important.

Students were asked what they wanted to be when they grew up. The most common responses were athlete (9%), veterinarian or doctor (7% each), and lawyer or teacher (5% each). Fourteen percent each identified an occupation not listed on the survey, or they did not know at this point.

Ninety percent of the students indicated they would continue their education after high school (that is, go to college or attend a trade school, etc.). Eighty-eight percent said they had heard of GEAR UP before entering the seventh grade.

Students were asked to identify from whom they got most of their information regarding their postsecondary options. The majority of students (85%) indicated a parent or guardian, followed by teacher (41%), grandparent (35%), other family member (29%), sibling (23%), and friend (20%) (see Figure 6).

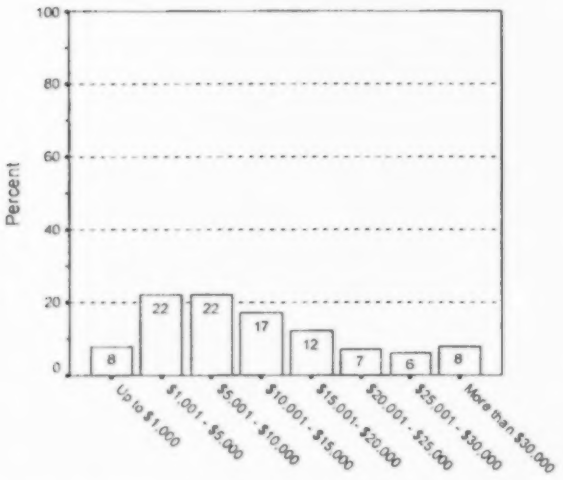

Figure 5: Students' Estimate of Yearly Tuition for an In-State Four-Year Public College

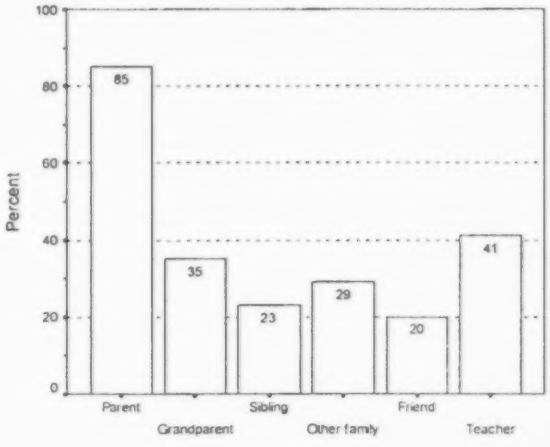

Figure 6: People From Whom Students Get Information on Educational Options

About a third of the students (38%) indicated they wanted to obtain a bachelor's degree, and 32% indicated an advanced degree. More than a third (38%) indicated that their father would like them to acquire a bachelor's degree and 36% said an advanced degree. Similarly, the students indicated that 38% of the mothers wanted them to earn a bachelor's degree and 39% an advanced degree (see Figure 7 for further details).

Students were then asked to indicate the main reason they would not continue their education after high school. Nearly half (47%) indicated they definitely would go on to college. Eighteen percent of the students said it would cost too much, 13% did not know, and 6% wanted to join the military. When asked if they thought they would be able to afford to attend a four-year college or university, more than half of the students (52%) said they probably or definitely could afford it, and 31% said they were not sure (see Figure 8 for details).

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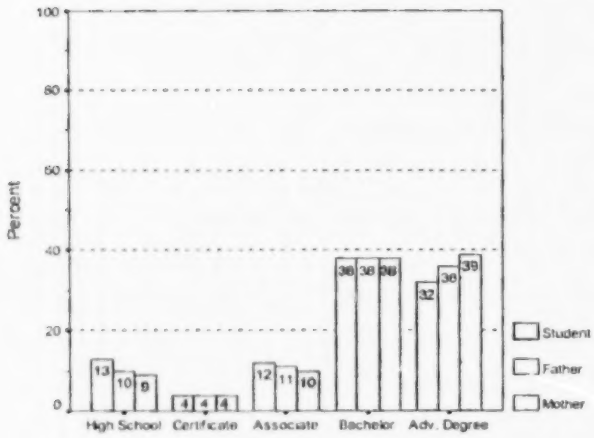

Figure 7: Students' Academic Expectations and Their Perceptions of Their Parents' Expectations

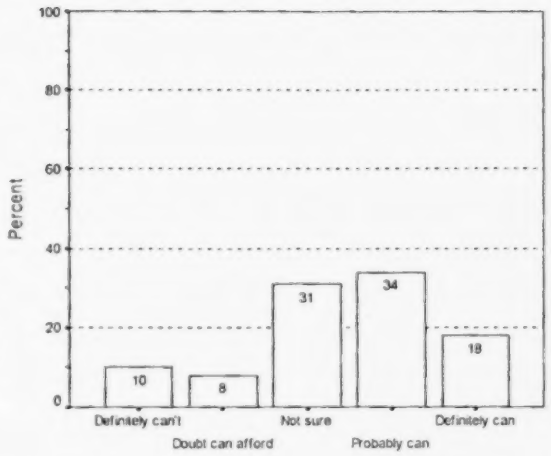

Figure 8: Students' Perceptions of Whether They Can Afford Postsecondary Education

When asked if they had discussed academic requirements for attending a four-year college with any adults in their household, 43% of the students responded they had. Students were then asked if any of their family members had attended college. Half said their mother had attended, 42% said a grandparent had attended, 39% indicated a father had attended, and 24% indicated a brother or sister had attended college.

Students were asked to rate their level of agreement (1 = Strongly Disagree to 5 = Strongly Agree) with a series of questions pertaining to post-high school plans. For the following analysis, responses of Agree or Strongly Agree were combined to indicate agreement; responses of Disagree or Strongly Disagree were combined to indicate disagreement.

Of the seventh-grade students surveyed, 74% agreed that they needed more education or training after high school to obtain a satisfying job; 77% agreed continuing their education might help them decide what they want to do; 73% agreed that they planned to continue their education after high school, no matter what their career; 52% disagreed that they can obtain a satisfying job without further education; and only 16% agreed that they would not be able to afford to continue their education. Seventy-five percent agreed that they wanted to pursue employment to earn money immediately after high school, 49% agreed they were anxious to begin their career as soon as possible after high school, and 46% agreed that getting a job right after high school might help them decide what they want to do. About two thirds of the students (69%) agreed that the opinions of family members would influence their decision making, while 38% agreed that friends helped in this role.

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The remaining 33 aspirations items were adapted from the National Center for Student Aspirations from the University of Maine's Students Speak survey (28) (1999a) or developed by AEL (5). These items comprise eight subscales of Belonging, Heroes, Sense of Accomplishment, Fun and Excitement, Spirit of Adventure, Curiosity and Creativity, Leadership and Responsibility, and Confidence to Take Action. Again, students were to rate their feelings from Strongly Disagree (1) to Strongly Agree (5). In order to give an overall sense of agreement, Figure 9 shows the level of agreement (Agree or Strongly Agree) for each of the 33 items grouped by subscale. Students reported highest agreement with the beliefs that they can always improve (90%) and that anyone can succeed if they work hard enough (87%). Students reported lowest agreement with items stating that they were positive role models to other students (43%) and that they were usually not bored in school (49%). Although the percentages varied slightly, these items were the same items with which students most and least agreed last year.

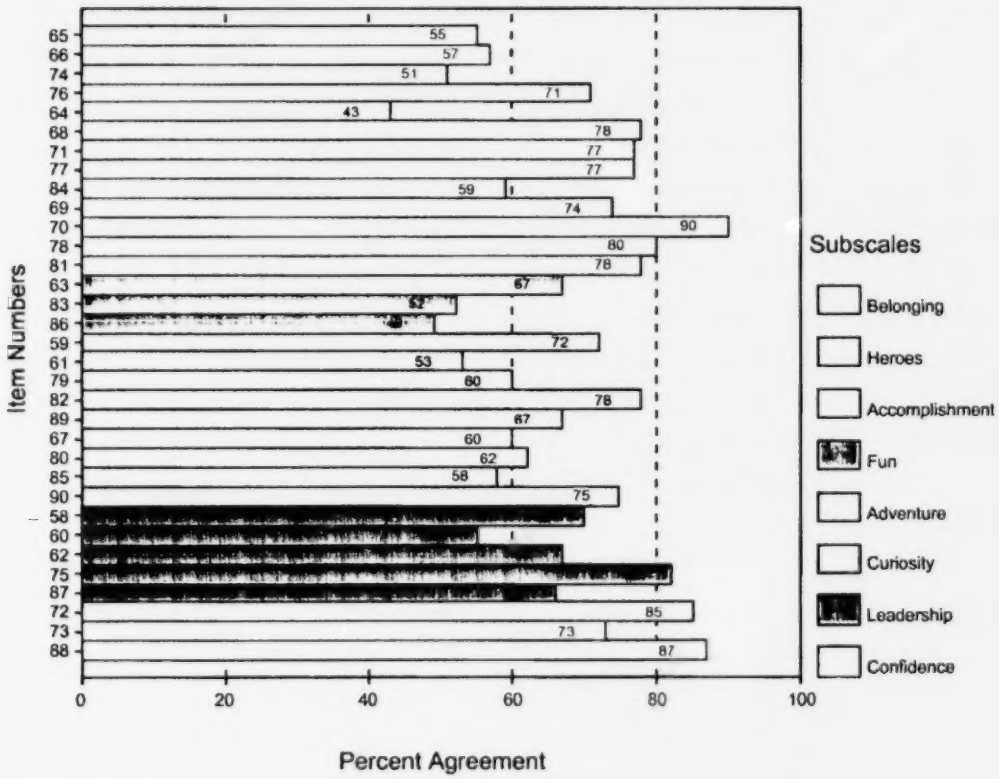

Figure 9: Students' Level of Agreement on Aspirations Subscale Items

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All eight subscales had means ranging within a 1-point spread of 3.38 for Fun and Excitement to 4.12 for Confidence to Take Action on the 5-point scale of 1 = Strongly Disagree to 5 = Strongly Agree. Standard deviations for seven of the subscales were very similar, ranging only from 0.64 to 0.79. However, Fun and Excitement had a larger standard deviation of 0.92, indicating more variation among respondents' scores for items within that subscale. See Table 3 for descriptive statistics.

Table 3: Descriptive Statistics for Aspirations Subscales

Subscale	N	Mean	Std. Deviation
Belonging	2,283	3.63	0.79
Heroes	2,286	3.82	0.64
Sense of Accomplishment	2,248	4.06	0.66
Fun and Excitement	2,270	3.38	0.92
Spirit of Adventure	2,243	3.80	0.72
Curiosity and Creativity	2,283	3.70	0.67
Leadership/Responsibility	2,239	3.91	0.69
Confidence to Take Action	2,249	4.12	0.67

Parent Survey

A total of 3,294 parents responded to this survey—1,895 mothers and 1,236 fathers. The remaining 163 respondents did not complete either of the two items designed to distinguish between parents (relationship to child and gender); therefore, these 163 surveys were excluded from the following analysis by parent. Further, due to missing data (skipped items), the number of respondents varies from item to item and is not reported. For the mothers' responses, 96% indicated that they were either the mother or female guardian; other responses included step or foster mother and grandmother. For the fathers' responses, 87% indicated that they were either the father or male guardian; other responses included step or foster father, grandfather, and friend of child's mother.

Parents were asked to estimate how many hours each day their child spent on homework for specific subjects; responses from mothers and fathers were very similar. About two thirds of the mothers and fathers estimated their child spent one-half hour per day each for English (70% mothers, 69% fathers), science (67% mothers, 64% fathers), math (62% mothers, 63% fathers), history/social studies (66% mothers, 67% fathers), and all other subjects combined (65% mothers, 63% fathers). Less than 20% of both groups said their child spent no time on English (16% mothers, 17% fathers), science (17% mothers, 19% fathers), math (7% mothers, 8% fathers), history/social studies (15% mothers, 16% fathers), and all other subjects combined (16% mothers, 19% fathers).

Parents were then asked how often each week they helped their child with homework in specific subjects. About half of the mothers and fathers said they occasionally helped their child with English (55% mothers and fathers), science (56% mothers, 59% fathers), math (47% mothers, 53% fathers), history (56% mothers, 58% fathers), and all other subjects combined (60% mothers and fathers). A higher percentage of mothers indicated that they helped their child with homework in these subjects either frequently (about 21% to 15%) or every day (about 13% to 8%); a higher percentage of fathers indicated that they never helped with homework (about 20% to 11%).

Parents' views about how hard they believed their child works in school were very similar. Fifty-one percent of mothers and 49% of fathers indicated that their child worked as hard as other students, and 30% and 34%, respectively, indicated their child worked harder than other students (see Figure 10 for further details). Also, 50% of mothers and 52% of fathers classified their child as a good student; 30% of the mothers and 31% of the fathers said their child was excellent (see Figure 11 for further details).

Only 14% of the mothers and 13% of the fathers indicated that they had talked with someone at their child's school about the courses or grades needed for high school graduation. Further, only a little more than a third of the parents (37% mothers, 39% fathers) felt they had enough information about high school graduation requirements.

More than a third of the mothers (40%) and a fourth of the fathers (30%) indicated they frequently attended activities at their child's school, while 42% of mothers and 43% of fathers indicated they occasionally attended. Eighteen percent of the mothers reported they seldom or never attended such activities, compared to 27% of the fathers.

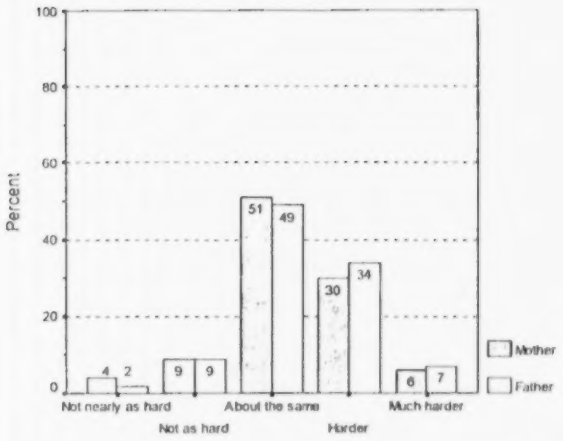

Figure 10: Parents' Perceptions of How Hard Their Child Works in School Compared to Other Students

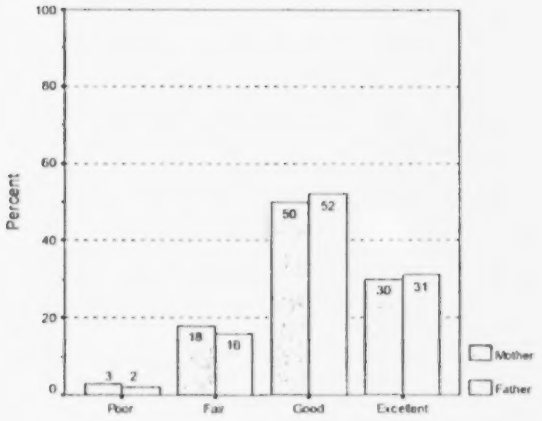

Figure 11: Parents' Perceptions of Their Child as a Student

Nearly two thirds of the mothers (65%) and almost half of the fathers (45%) reported occasionally or frequently meeting with their child's teachers to discuss their child's academic progress. About a fourth of the mothers (26%) and nearly a third of the fathers (30%) indicated they seldom met with the teacher. Only 9% of the mothers said they never met with their child's teachers, compared to 25% of the fathers.

Parents were asked about their satisfaction with a series of aspects of their child's experiences during the school year. Over 90% of the parents were satisfied or very satisfied with their child's education (94% mothers, 91% fathers) and the level of discipline maintained in the classroom by their child's teacher (94% mothers, 92% fathers). More than three fourths of both mothers and fathers were satisfied with each of the following: school's approach to college preparation (85% mothers, 84% fathers), the respect that teachers and students have for each other (86% mothers, 84% fathers), the level of discipline maintained in the school by the principal or assistant principal (90% mothers, 88% fathers), and the school's encouragement of family involvement (88% mothers, 87% fathers).

Parents were asked to indicate which ways were helpful in learning about their child's performance in school. Both mothers and fathers viewed all items positively. Parents reported that report cards (97% of mothers and fathers), talking to their child (91% mothers and fathers), parent/teacher conferences (91% mothers, 89% fathers), notes from teacher(s) (91% mothers, 87% fathers), phone calls from teacher(s) (88% mothers, 83% fathers), and homework sign-off (82% mothers, 81% fathers) were helpful or very helpful in learning about how their child was doing in school.

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More than a third of the mothers (36%) and fathers (37%) indicated they would like their child to obtain an advanced degree. Forty-six percent of mothers and 48% of fathers indicated they hoped their child would obtain a bachelor's degree, followed by associate's degree (8% and 7% respectively) and high school graduation (6% each) (see Figure 12 for further details). When asked to indicate the main reason their child might not continue his or her education after high school, the most frequent reason for both mothers and fathers was that college was too expensive (26% mothers, 24% fathers). However, 46% of both mothers and fathers indicated that there was no reason and that their child would definitely go to college.

When asked who provided their child with information about options for continuing education after high school, 88% of the mothers and 90% of the fathers indicated that they provided such information. Teachers were parents' second source of information (50% mothers, 51% fathers). Parents also indicated that guidance counselors, grandparents, other family members, and GEAR UP staff provided information. See Figure 13 for percentages of the most frequent providers of this information.

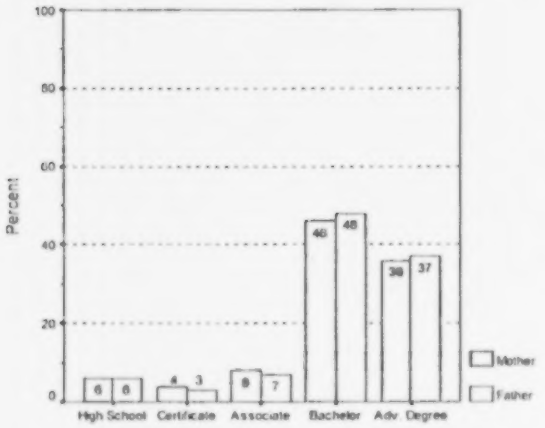

Figure 12: Parents' Academic Expectations for Their Child

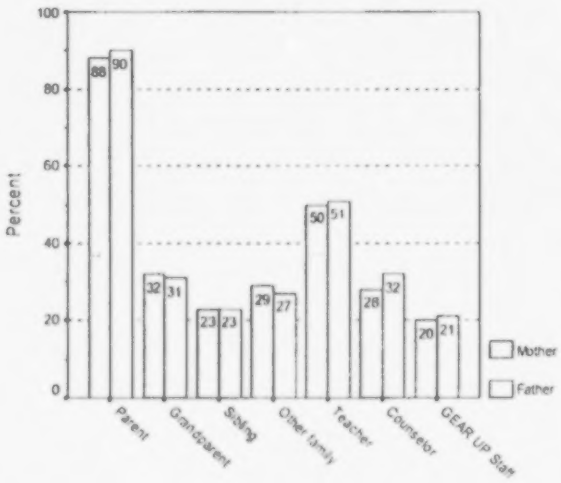

Figure 13: Parents' Perceptions of People Who Provide Educational Information to Their Child

Only 9% of the mothers and fathers reported they had already talked with someone at their child's school about the courses and grades required to get into college. About a third of the parents indicated they were familiar with the entrance requirements for two-year colleges, four-year colleges, and vocational schools (see Figure 14 for further details). Ninety-two percent of the mothers and 86% of the fathers reported that they had already talked with their child about attending college.

More than a third of the parents reported that they were saving money for their child's college education (38% mothers, 41% fathers). About a third also thought their child probably or definitely would be able to afford to attend a public four-year college (37% mothers, 42% fathers) and 41% of mothers and 40% of fathers were not sure (see Figure 15 for further details).

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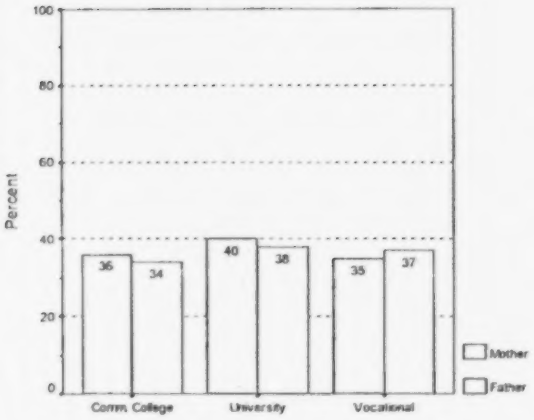

Figure 14: Parents' Awareness of Entrance Requirements for Postsecondary Schools

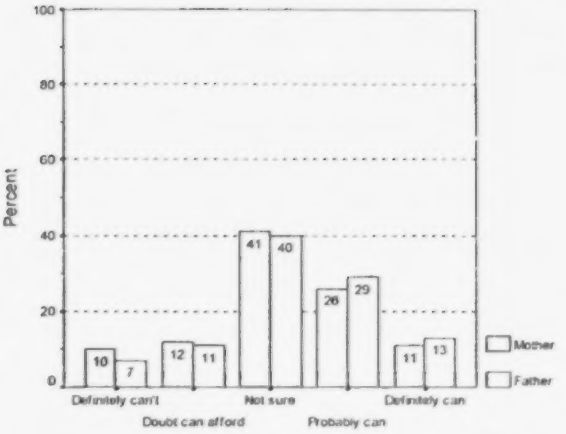

Figure 15: Parents' Perceptions of Child's Ability to Afford Postsecondary Education

Parents were asked to estimate the one-year tuition expense for their child to attend a four-year public college in their state. The actual average cost of tuition at a four-year public college in West Virginia is $2,548 and the national average is $3,506 (Snyder & Hoffman, 2002). About a fourth of both groups selected the range of $1,001 to $5,000 (23% mothers, 27% fathers), the level that included the state and national averages. Twenty-nine percent of mothers and 28% of fathers estimated the cost as $5,001 to $10,000; 19% of mothers and 18% of fathers estimated the cost as $10,001 to $15,000; and 28% of both groups estimated the cost to be more than $15,000 (see Figure 16 for further details).

When asked if they had heard of a variety of sources of money for postsecondary education, responses from mothers and fathers were similar. Both groups were most aware of federal student loans (79% mothers, 77% fathers) and athletic scholarships (71% mothers, 74% fathers). Both groups were least familiar with federal work-study programs (45% mothers, 36% fathers) and institutional scholarships (37% mothers, 38% fathers). See Figure 17 for a graphical depiction of parents' awareness of financial aid sources. When asked if they thought their child would likely qualify for enough of the above sources of money to attend college, 74% of both groups responded positively.

For both groups, the most frequently obtained level of education was high school (41% mothers, 51% fathers). Mothers also reported less than high school (11%), certificate (20%), associate's (12%), bachelor's (10%), and advanced degree (6%). Fathers also reported less than high school (13%), certificate (13%), associate's (8%), bachelor's (11%), and advanced degree (5%). Eighty-five percent of the mothers reported that another adult lived in their home, as did 92% of the fathers. Sixteen percent of both mothers and fathers reported that someone in their home was currently attending college. Seventy-six percent of the mothers and 74% of the fathers reported that they used a computer in their home.

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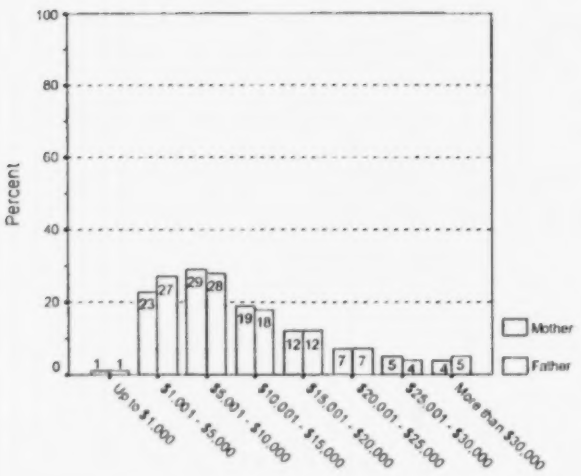

Figure 16: Parents' Estimate of Yearly Tuition for an In-State Four-Year Public College

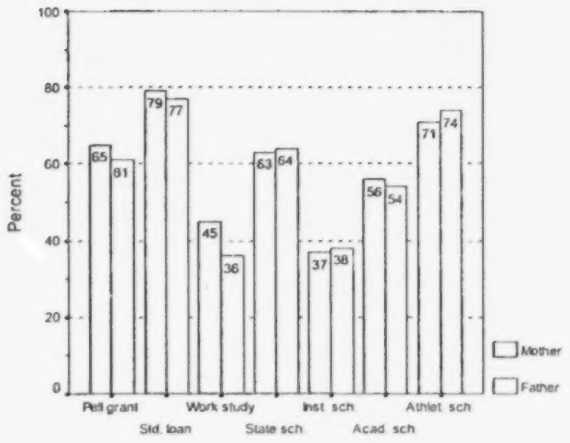

Figure 17: Parents' Awareness of Financial Aid Sources

When asked the total yearly income of all persons in their household, responses were similar across both groups. Twenty-one percent of mothers and 25% of fathers reported a household income of more than $50,000, 11% of mothers and 13% of fathers indicated $40,001 to $50,000, 16% of mothers and 19% of fathers indicated $30,001 to $40,000, and about half of each group indicated less than $30,000 (53% mothers, 43% fathers).

Responses to ethnicity were nearly identical for mothers and fathers. Ninety-six percent of mothers and 97% of fathers indicated that they were White, 2% of mothers and 1% of fathers indicated American Indian or Alaska Native, and 1% of each group indicated either Black/African American or Multiracial.

Finally, parents were given a listing of potential topics for free workshops and were asked to indicate which they would be interested in attending if they were offered at a convenient time, with free transportation. For all of the 12 given topics, the mothers were consistently more interested in attending than the fathers. Both groups indicated most interest in topics relating to financial aid, computers/Internet, college preparation or requirements, and child rearing. Both groups were least interested in improving their own academic skills. See Figure 18 for a graphical depiction of the six workshop topics of most interest to both mothers and fathers.

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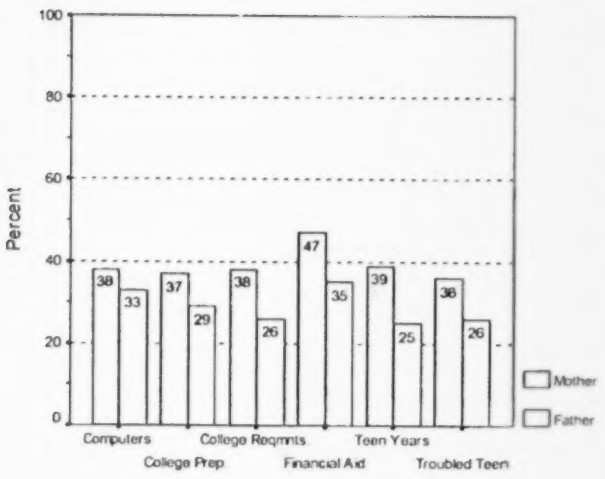

Figure 18: Six Workshop Topics of Most Interest to Parents

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Tenth-Grade Follow-Up Student Survey

A follow-up survey was administered in the 2002-2003 school year to students who were in the tenth grade. This follow-up survey included 13 questions, 8 of which were asked in the original seventh-grade survey and 5 of which were new. The new questions pertained to students' participation in GEAR UP during the intervening years. A total of 1,812 completed tenth-grade surveys was returned, for a response rate of 63%. For comparison purposes, the number of returned seventh-grade student surveys in 1999 was 2,284 (93% response rate). Findings are presented below in two sections, i.e., repeated questions asked of both seventh and tenth graders and new questions asked only of tenth graders.

Repeated Questions for Seventh and Tenth Graders

Question 1 asked students to indicate their gender. In 1999, there were exactly 50% of both genders; in 2002, there were 48% males and 52% females.

Question 2 asked students if they had talked with any school staff about the entrance requirements for college (i.e., GPA, ACT scores, etc.). In 1999, only 9% of the seventh graders responded positively; in 2002, nearly half of the tenth graders (42%) indicated they had discussed college entrance requirements.

Question 3 asked if students had discussed college academic requirements with any school staff. In 1999, 21% of the seventh graders responded positively; in 2002, more than half of the tenth graders (55%) indicated they had discussed college academic requirements.

Question 4 asked students if they had heard of three types of postsecondary schools: two-year or community colleges; four-year colleges or universities; and vocational, trade, or business schools. In 1999, 63% of the seventh graders had heard of two-year colleges or vocational schools; in 2002, nearly all of the tenth graders (92% and 87%) responded positively. In 1999, 82% of the seventh graders had heard of four-year colleges; in 2002, nearly all of the tenth graders (97%) responded positively.

Question 5 asked students what they wanted to be when they grew up. For the 1999 seventh-grade survey, students were requested to write in their responses; for 2002, a listing of the 30 most frequently mentioned occupations was provided from which students could select. In order to make comparisons between the two groups meaningful, the 1999 data were recoded using the 30-option framework. Table 4 presents the response percentages for the seventh and tenth graders, using this framework. Responses changed very little from seventh to tenth grade, with only four occupations showing more than a 4% change. Two of these four occupations declined: athlete from 12% to 5% and doctor from 11% to 7%. Conversely, two occupations increased: engineer from 2% to 6% and other career from 13% to 22%.

Table 4: 1999 and 2002 Response Percentages for Students' Desired Occupations

1999-2000 Seventh Grade Percentages		2002-2003 Tenth Grade Percentages	
Actor/actress	1%	Actor/actress	0%
Architect	1%	Architect	2%
Artist	1%	Artist	2%
Athlete	12%	Athlete	5%
Astronaut	0%	Astronaut	0%
Beautician	1%	Beautician	2%
Chef	0%	Chef	1%
Computer/video technician	3%	Computer/video technician	0%
Construction worker	0%	Construction worker	0%
Designer/decorator	1%	Designer/decorator	0%
Doctor	11%	Doctor	7%
Engineer	2%	Engineer	6%
Lawyer	6%	Lawyer	5%
Mechanic	2%	Mechanic	3%
Military	3%	Military	3%
Model	0%	Model	1%
Nurse	4%	Nurse	7%
Pharmacist	0%	Pharmacist	2%
Photographer	1%	Photographer	1%
Physical therapist	1%	Physical therapist	4%
Pilot	1%	Pilot	1%
Police officer	4%	Police officer	2%
Race-car driver	0%	Race-car driver	0%
Scientist	4%	Scientist	2%
Singer/musician	2%	Singer/musician	0%
Teacher	6%	Teacher	5%
Truck driver	2%	Truck driver	1%
Veterinarian	6%	Veterinarian	4%
Other career	13%	Other career	22%
Don't know	10%	Don't know	12%

Question 6 asked students to indicate how far they thought they would progress academically after high school. In 1999, the seventh-grade survey included the response options of high school, certificate program, associate's degree, bachelor's degree, graduate degree, and do not know. For the 2002 tenth-grade survey, response options were revised to include less than high school graduation, high school graduation, certificate program, associate's degree, bachelor's degree, and advanced degree. Therefore, data will be presented in two ways: each year of original data and each year with only matching response options (i.e., excluding less than high school and do not know). Table 5 presents the original responses for each year; Table 6 presents the restructured data for exact comparison among similar response options.

Table 5: Original 1999 and 2002 Student Responses for Projected Academic Attainment

1999-2000 Seventh-Grade Responses		2002-2003 Tenth-Grade Responses	
--	--	Less than high school	1%
High school	8%	High school	15%
Certificate program	3%	Certificate program	5%
Associate's degree	4%	Associate's degree	11%
Bachelor's degree	13%	Bachelor's degree	44%
Graduate degree	32%	Advanced degree	24%
Don't know	41%	--	--

Table 6: Restructured 1999 and 2002 Student Responses for Projected Academic Attainment

1999-2000 Seventh-Grade Responses		2002-2003 Tenth-Grade Responses	
--	--	Less than high school	excluded
High school	13%	High school graduation	15%
Certificate program	5%	Certificate program	5%
Associate's degree	6%	Associate's degree	11%
Bachelor's degree	22%	Bachelor's degree	45%
Graduate degree	54%	Advanced degree	24%
Don't know	excluded	--	--

Inspection of the above tables reveals that the 1999 data were affected most by the exclusion or inclusion of the "don't know" response option. For the 2002 data, only the percentage for one response option (bachelor's degree) changed with the exclusion or inclusion of "less than high school," and this was only by 1%. From the original comparison (Table 5), the biggest differences between the 1999 and 2002 data were at the bachelor's degree level, with 13% of the seventh graders and 44% of the tenth graders selecting this option, and 41% of the seventh graders indicated they did not know, which was not an option for the tenth graders. From the restructured comparison (Table 6), wherein only compatible response options were included (excluding "don't know" and "less than high school"), the largest differences between the seventh and tenth graders involved bachelor's and advanced degree options. Less than a fourth (22%) of the seventh graders selected a bachelor's degree, compared to nearly half (45%) of the tenth graders. Conversely, more than half (54%) of the seventh graders selected a graduate/advanced degree, yet only about a fourth (24%) of the tenth graders selected this option.

Question 7 asked students to select the main reason they would not continue their education after high school. For 1999, there were eight options: it costs too much, I want to need or want to work, my grades are not good enough, I am just not interested, I have a disability, I want to join the military, I want to start a family, and other. For 2002, the response options included 12 options: no reason not to go, it costs too much, do not need college for planned job, my grades are not good enough, I am just not interested, I need or want to work, I want to join the military, do not want to be away from home, just do not like school, I want to start a family, some other reason, and do not know. Table 7 shows the response percentages for

each year for each of the reasons. The most striking finding from this table is that more than half of the tenth-grade students (52%) indicated there was nothing to stop them and that they definitely would go to college. Even if this response had comprised the majority of the seventh graders' response of 17% for some other reason, this percentage was still much greater. Further, the students' perceptions that college costs too much declined from 25% to 11%, and their perceptions that their grades were not good enough declined from 15% to 3%.

Table 7: 1999 and 2002 Response Percentages for the Main Reason for Students not to Continue Their Education

1999-2000 Seventh-Grade Percentages		2002-2003 Tenth-Grade Percentages	
It costs too much	25%	It costs too much	11%
I need or want to work	11%	I need or want to work	2%
My grades aren't good enough	15%	My grades aren't good enough	3%
I'm just not interested	8%	I'm just not interested	2%
I want to join the military	12%	I want to join the military	6%
I want to start a family	10%	I want to start a family	1%
Some other reason	17%	Some other reason	3%
I have a disability	2%	--	--
--	--	No reason, definitely will go	52%
--	--	Don't need for planned job	3%
--	--	Don't want to be away from home	1%
--	--	Just don't like school	3%
--	--	Don't know	12%

Question 8 asked students if they thought they would be able to afford to attend a four-year college or university after high school. For both surveys, response options included definitely could not afford (or no way), doubt if can afford, not sure, probably could afford, and definitely could afford. Table 8 presents percentages for each year. As the table shows, 18% of the tenth graders did not think they could afford college, compared to 13% of the seventh graders; those students not sure increased from 25% in 1999 to 32% in 2002; and, finally, the percentage of students who thought they probably or definitely could afford college decreased from 62% in 1999 to 50% in 2002.

Table 8: 1999 and 2002 Response Percentages for Students' Perceptions of Their Ability to Afford College

1999-2000 Seventh-Grade Percentages		2002-2003 Tenth-Grade Percentages	
Definitely can't afford	5%	Definitely can't afford	7%
Doubt if can afford	8%	Doubt can afford	11%
Not sure	25%	Not sure	32%
Probably can afford	40%	Probably can afford	34%
Definitely can afford	22%	Definitely can afford	16%

Questions for Tenth Graders

Question 9 asked tenth-grade students how often they had participated in GEAR UP program activities. Almost a third (29%) indicated they had participated either most of the time (24%) or always (5%). Thirteen percent indicated about half the time, more than a third (38%) said sometimes, and 19% indicated they never participated in such activities.

Question 10 asked tenth-grade students to indicate their satisfaction with the GEAR UP Program. Nearly all of the respondents were either satisfied (72%) or very satisfied (16%). Seven percent indicated they were dissatisfied, and 5% were very dissatisfied.

Question 11 asked tenth-grade students to indicate how often they had attended a variety of listed GEAR UP activities. Response options included not offered, never, a few times, occasionally, frequently, and every day. See Table 9 for response percentages for each activity. The table shows that for each activity except college visits, more than half of the students indicated they never participated. For college visits, more than a third (39%) indicated they had visited colleges a few times. Responses in this specific category (a few times), ranged in general from 10% and 20%, excluding the more infrequent lowest and highest responses. Less than 10% indicated they participated in any of these activities either frequently or every day.

Question 12 asked tenth-grade students if participation in the GEAR UP program had changed their plans for attending college. If students responded positively, they were asked to indicate the most important program components by selecting as many of the options that applied, which included information about financial aid and college costs, information about benefits of attending college, tutoring or help with school work, mentoring, visits to college campus, or other. Of the 30% of tenth graders who responded positively, more than half (51%) selected college campus visits, which corroborates students' previous indication that college visits were the activity in which they most often participated. Next frequently selected were information about benefits of attending college (38%) and information about financial aid and college costs (36%). Percentages for the remaining response options included tutoring (17%), mentoring (5%), and other (20%).

Question 13 asked tenth-grade students to identify which high school they were currently attending. Responses were fairly evenly distributed, with no particular school showing more than 10%. See Table 10 for response percentages by school.

Table 9: 2002 Response Percentages for Students' Participation in GEAR UP Activities

Activity	Not Offered	Never	A few times	Occa-sionally	Fre-quently	Every day
Tutoring in math	5%	63%	18%	8%	5%	1%
Tutoring in English	6%	75%	11%	5%	3%	1%
Tutoring in other subjects	6%	70%	13%	6%	3%	1%
Tutoring for SAT, ACT, etc.	11%	74%	8%	3%	2%	1%
Other type of tutoring	7%	72%	13%	4%	2%	1%
Computer-assisted lab	10%	62%	17%	8%	3%	1%
Mentoring	12%	74%	9%	4%	2%	1%
Class at a college	14%	70%	11%	3%	1%	0%
College counseling/advising	11%	66%	16%	4%	2%	0%
Personal counseling	11%	74%	10%	2%	2%	0%
College preparation workshop	12%	65%	16%	4%	2%	1%
Study skills workshop	10%	69%	16%	3%	2%	1%
Careers workshop	9%	59%	23%	6%	2%	1%
Other workshop	9%	65%	18%	5%	2%	1%
College visit	5%	34%	39%	15%	6%	1%
Job site visit	9%	58%	23%	6%	3%	1%
Cultural event	9%	56%	24%	8%	2%	1%
Some other type of visit	8%	56%	26%	7%	2%	1%
Job shadowing	12%	67%	15%	4%	2%	1%
College student shadowing	15%	74%	7%	2%	1%	0%
College professional shadowing	15%	76%	6%	2%	1%	0%
Other shadowing	13%	75%	7%	3%	1%	0%
GEAR UP family activity	6%	58%	22%	9%	4%	1%

Table 10: 2002 Student Representation by High School

School	Percentage	School	Percentage
Clay Battelle High	3%	North Marion High	9%
Doddridge County High	5%	Philip Barbour High	2%
East Fairmont High	10%	Pickens School	0%
Elkins High	8%	Preston High	9%
Fairmont Senior High	1%	Robert C. Byrd High	9%
Grafton High	8%	South Harrison High	5%
Harman School	1%	Tucker County High	3%
Liberty High	7%	Tygarts Valley High	4%
Lincoln High	9%	University High	7%

CONCLUSIONS

A number of conclusions can be drawn from the Fairmont State College regional GEAR UP data for West Virginia seventh-grade students and their parents and the tenth-grade students. These conclusions are presented below by seventh grade, tenth grade, and comparisons across years. The seventh-grade conclusions are further categorized by topical themes.

Seventh Grade

Academics

- Homework seems to be fairly heavy for the majority of students. More than half of the parents and students report that students spend about two and a half hours per day on homework. This estimate may be slightly inflated because a half hour is the smallest increment a student could choose other than "never" in the response options for each of the five subjects.

- Overall, students have a positive view of their academic abilities and of the effort they put into their studies. More than three fourths view themselves as good or excellent students. Further, nearly two thirds believe they work as hard as other students and about a third report that they work harder or much harder. Parents have a similar perception of the effort their child puts into education. About a third perceive that their child works harder or much harder than others, and about half believe their child works about the same; more than three fourths believe their child is an excellent or good student.

- In general, students believe they have good study skills and report doing well in English, math, science, and history. For those not doing well, their most frequent explanations are that they have a grade of C or D, that the subject is boring, that they do not do well on tests, or that they do not like the subject.

- More than a third of the students believe they do need help with math; about a fourth with science, social studies, and English. Students seem fairly open to the idea of tutoring, with about a third expressing interest in an after-school tutoring program and about two thirds expressing interest in a mentoring system.

- The majority of students seem to be technologically literate. More than three fourths report having used a computer for school projects and nearly two thirds say they have already taken a computer class at school. Further, about three fourths indicate they use a computer at home; most have Internet access. About the same percent of parents also report using a computer at home.

Parent Involvement

- Family members seem to play a critical role in helping students understand and complete homework tasks. The majority of students report that they first look to a parent for such help and also frequently consult with a friend, a sibling, a teacher, a grandparent, or some other family member. Parents do not seem to place as much value on their contribution to their child's homework. About a third of the parents report helping their child frequently or every day, with mothers helping more than fathers.

- Despite parents' satisfaction with the amount of family involvement encouraged by the school, their participation in school-based activities seems to be limited in scope. About two thirds of the mothers and half of the fathers report they occasionally or frequently meet with their child's teachers. However, a fourth of the fathers report never meeting with a teacher, compared to only 9% of the mothers. About three fourths of the mothers and the fathers report they occasionally or frequently attend activities at their child's school.

- Parents seem pleased with their child's educational experiences for this school year. More than 80% indicate satisfaction with education in general, college preparation, discipline, respect, and family involvement. Further, more than 80% find that conferences, homework sign-off, report cards, talking to their child, and phone calls or notes from the teacher help them stay informed of their child's progress.

- Mothers are consistently more interested than fathers in attending free educational workshops. More than a third of the mothers are interested in topics such as computers, college preparation or requirements, financial aid, and child rearing, compared to only about a fourth of the fathers.

Student Aspirations

- Students report being well supported in the areas of confidence to take action, sense of accomplishment, and leadership/responsibility. They report feeling less supported in fun and excitement, belonging, and curiosity and creativity. In other words, while students report feeling fairly confident and successful about their learning, they do not seem to view their learning as particularly interesting or exciting, do not feel that they are given the opportunity for exploration or investigation, and do not feel that teachers particularly value their thoughts or feelings.

- Overall, student and parent aspirations are high for the student's postsecondary education. About three fourths of the students believe they will obtain either a bachelor's or advanced degree and they believe their parents want them to get a bachelor's or advanced degree. Similarly, more than three fourths of the parents report wanting their child to obtain either degree.

College Awareness and Preparation

- Overall, students seem to be at least superficially thinking about the prospect of college. Nearly all the students believe they have the ability to go to college and believe college graduates earn more money than those without a college degree. More than three fourths perceive college to be very important and indicate they do want to attend a postsecondary institution. About three fourths believe they need more education to obtain a satisfying job and continuing their education might help them make career decisions. Further, students most frequently mentioned occupations that require at least an undergraduate education (i.e., athlete, veterinarian, doctor, lawyer, teacher).

- Students' awareness of the various types of postsecondary institutions is fairly high. More than three fourths are aware of four-year colleges, and more than half know about two-year colleges or vocational schools. Yet, whereas about half of the students report having discussed college requirements with an adult at home, less than a fourth have talked with a school counselor. Similarly, most parents report they have discussed college options with their child, but have not had discussions with school personnel about required courses and grades.

- Students do not seem to have a real understanding of what is required of them now to begin preparing for college. Only about half know which courses are needed to prepare them adequately and report that they plan to take such academically challenging courses as chemistry, algebra, or a foreign language. Only 29% plan to take physics, and less than a fourth plan to take calculus or trigonometry.

- Students view parents and teachers as their best sources of information about academic choices and most value their input to educational decision making. However, only about a third of the parents are familiar with college entrance requirements and believe they have enough information about high school graduation requirements.

- There seems to be a wide range in parents' awareness of financial aid options for postsecondary education. Between a third and three fourths are aware of the various types of available financial aid, and close to three fourths believe their child will qualify for such aid. Further, only about half of the students and even fewer parents believe the students probably or definitely will be able to afford college.

- Very few of the students and parents seem to have a realistic estimate of the tuition expense for one year of attendance at a four-year in-state public college. About a fourth of both groups selected the expense range that included the state and national average tuition expenses ($2,548 and $3,506, respectively).

Tenth Grade

- The majority of tenth graders indicate satisfaction with the GEAR UP program and more than a fourth indicate they participate in most or all of the offered activities. However, there is some discrepancy in this self-reported data, because students also most often report they never participate in a number of specific activities such as tutoring, mentoring, counseling, workshops, college visits, job shadowing, and family activities. It may be that students are unaware that activities they participate in are actually affiliated with the GEAR UP program. Too, it may be that the first question of participation was too broad and that students did not understand the parameters (i.e., whether it covered multiple years or only the current school year, etc.). Further, it may be that each school or county offers only selected activities.

- Participation in the GEAR UP program is directly impacting students' lives. Nearly a third of the tenth graders believe their participation is leading to changes in their postsecondary plans. College visits are the most influential on students, with more than half selecting them as the most important experience leading to change; this corroborates students' selection of college visits as the activity in which they most often participated. Students also believe that having information about the benefits of attending college and about the financial costs and aid available led to changes in their postsecondary plans.

- Students are less interested in tutoring and mentoring activities, and view them as least influential on their plans for college. However, this is an area in which increased participation may well lead to students increasing their self-esteem, becoming more cognizant of postsecondary opportunities, and improving their academic standing.

Comparisons Across Years

- As the GEAR UP students are maturing, they are becoming more aware of the various types of postsecondary institutions and are becoming more attentive to college requirements. About half of the tenth graders report discussing college entrance and/or academic requirements compared to less than a fourth of the seventh graders. However, the fact that slightly less than half have held these discussions suggests the need for continued efforts in this area.

- As students mature, they become more aware of the various types of postsecondary institutions and now, with a more realistic view of their individual interests and abilities, are choosing degrees that are more attainable and better aligned with their occupational aspirations than an advanced graduate degree. However, it should be noted that part of the discrepancy between seventh and tenth graders' responses regarding degree aspirations may be due to wording of the response options. In the seventh-grade version of the survey, the last option read as "graduate degree"; for the tenth-grade version, it

read as "advanced degree" so as to clearly indicate this was a degree beyond the bachelor's level and did not simply refer to graduating.

- Over the course of three years, students have become more convinced that nothing will stop them from attending college. When asked for the main reason they would not attend college, more than half indicate they definitely will pursue postsecondary education. Further, they have a more positive attitude about their abilities to afford college and to keep up academically.

- Students continue to experience some degree of confusion about what they realistically will be able to accomplish. When asked directly if they could afford college, tenth graders responded in a contradictory manner when compared to their responses concerning their main reason for not continuing their education. The percentage of students who think they probably or definitely could afford college decreased from 62% to 50% over the three years.

RECOMMENDATIONS

The GEAR UP project can make a substantial difference in students' lives by working to alleviate some of the educational problems within its region in the state. Based on the findings and conclusions presented in this report, the following recommendations are made to Fairmont State College (FSC) GEAR UP staff in the interest of increasing students and parents' awareness of and interest in postsecondary education for the nine-county region served by the project.

- FSC and school staff should encourage increased student participation in tutoring and mentoring programs, especially in math. Perhaps peer or buddy systems could be implemented to make such activities more appealing to struggling students.

- FSC and school staff should more strongly emphasize the importance of college-preparatory courses and encourage more students to plan on taking such courses, especially physics, calculus, and trigonometry. FSC and school staff could review any evaluations of GEAR UP activities related to college-prep courses and make adjustments as needed. And, perhaps additional college-prep activities could be planned and implemented.

- FSC and school staff should help all students understand that college is a viable option for them and provide information about degree requirements for various career choices and the entrance requirements for postsecondary institutions. Still too many students are unaware by tenth grade of these requirements, which may make meeting all the entrance requirements difficult or impossible.

- FSC and school staff should provide more students and parents with information about and requirements for financial aid sources for financing postsecondary education. Again, any GEAR UP evaluation reports describing activities in this area could be used to identify possible improvements. Also, expansion of activities in this area could be considered.

- FSC and school staff should work to find ways to increase parents' involvement in the academic lives of their children, beyond occasionally meeting with teachers or attending school activities. New and/or innovative methods to involve parents could augment whatever is being done to date in the schools.

- FSC and school staff should establish a schedule of educational workshops for parents on the topics of computers, college preparation or requirements, financial aid, and child-rearing. If this is already being done, then perhaps improved publicity of workshop availability and transportation arrangements would help increase parent participation.

- FSC and school staff should work to find ways to make learning more interesting and exciting for students, and provide more opportunities for individual exploration. The emphasis here would be on making learning "come alive" to students by capturing their interest via activities, content, or explorations that pique their curiosity and creativity.

- FSC and school staff should work to find ways of increasing students' sense of belonging in the school community. Students need to feel that teachers care about them personally, and value and respect their opinions. Perhaps some emphasis on activities focusing on school pride would help students feel like an integral part of the school community.

- FSC and school staff should continue working to increase student participation in GEAR UP activities currently being offered. Tenth-grade students seem satisfied overall with the activities in which they participate. Although these activities have the potential to lead to changes in postsecondary plans, most students are not availing themselves of these opportunities, especially tutoring and mentoring. Perhaps these activities could be redesigned to make them more attractive to students and/or make students more aware of their potential benefits. If the issue is accessibility, perhaps additional transportation could be provided. Of all the GEAR UP activities, tenth graders most value the college visits. Perhaps this activity could be expanded or offered more frequently to reach more students.

- If a follow-up survey is administered again next year, an item should be added asking if the student attended a middle or junior high school that participated in the GEAR UP program, since not all of the middle/junior high schools within the Fairmont region actually participated in the program. This would allow for comparisons to be made between the two groups of students (i.e., those who had received GEAR UP services in middle or junior high school and those who had not).

- To improve data collection for the next year's survey of seventh graders, one suggestion is offered. Staff may want to consider revising the response options on the student survey item dealing with the number of people living in the student's home. Currently the response options of 0 to 9 are offered. However, it is unrealistic for less than two persons to be living in the home (the student and at least one adult). The item could be changed to include only the response options of 2 to 9. This revision would provide respondents with parameters that more accurately reflect the number of persons living in the home.

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APPENDIXES

Appendix A:
Completed SEDCAR Standards Checklist

AEL SEDCAR Standards Checklist

The *Standards for Educational Data Collection and Reporting* (1991) were used in the development of this (check one):

- ☐ Study group report
- ☐ Field test report
- ☐ Minigrant final report
- ☐ Implementation report
- ☒ Research report
- ☐ Impact study report
- ☐ Other _____

The SEDCAR Standards were consulted and used as indicated in the table below (check or mark as appropriate):

SEDCAR Standard Number and Descriptor	The Standard was deemed applicable; and, to the extent feasible, was taken into account.*	The Standard was deemed applicable; but could not be taken into account.	The Standard was not deemed applicable.	Exception was taken to the Standard.
1.1 Creating an Infrastructure to Manage Data Collection Activities	X			
1.2 Justifying Data Collection Activities	X			
1.3 Fostering Commitment of all Participants	X			
1.4 Creating an Appropriate Management Process	X			
2.1 Formulating and Refining Study Questions	X			
2.2 Choosing the Data Collection Methods	X			
2.3 Developing a Sampling Plan			X	
2.4 Assessing the Value of Obtainable Data	X			
2.5 Transforming Study Question Concepts into Measures	X			
2.6 Designing the Data Collection Instrument	X			
2.7 Minimizing Total Study Error (Sampling and Nonsampling)			X	
2.8 Reviewing and Pretesting Data Collection Instruments, Forms, and Procedures	X			
2.9 Preparing a Written Design	X			
3.1 Preparing for Data Collection	X			
3.2 Selecting and Training Data Collection Staff			X	
3.3 Ethical Treatment of Data Providers	X			
3.4 Minimizing Burden and Nonresponse	X			
3.5 Implementing Data Collection Quality Control Procedures	X			

*Four column headings from Evaluation *Standards*.

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SEDCAR Standard Number and Descriptor	The Standard was deemed applicable; and, to the extent feasible, was taken into account.*	The Standard was deemed applicable; but could not be taken into account.	The Standard was not deemed applicable.	Exception was taken to the Standard.
3.6 Documenting Data Collections	X			
4.1 Planning Systems Requirements	X			
4.2 Designing Data Processing Systems	X			
4.3 Developing Data Processing Systems	X			
4.4 Testing Data Processing Systems	X			
4.5 Planning for Data Preparation	X			
4.6 Preparing Data for Processing and Analysis	X			
4.7 Maintaining Programs and Data Files	X			
4.8 Documenting Data Processing Activities	X			
4.9 Evaluating Data Processing Systems	X			
5.1 Preparing an Analysis Plan	X			
5.2 Developing Analysis Variables	X			
5.3 Applying Appropriate Weights			X	
5.4 Estimating Sampling and Nonsampling Errors			X	
5.5 Determining Statistical Significance			X	
6.1 Presenting Findings	X			
6.2 Reviewing the Report	X			
6.3 Releasing Data	X			
6.4 Disseminating Data	X			
6.5 Preparing Documentation and Technical Reports	X			

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Appendix B:
Regional Summaries by Survey

Regional: March 2003 (N = 2,311)

Fairmont State College:
GEAR UP Partnership Grant

2002-2003
7th Grade Student Survey

Please respond to all items by completely filling in the circle for each selected response.

Like this: ● **Not like this:** ⊗ ✓

Identification Code:

Student Social Security No.									Co.		Sch.	
0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

School and School Work

1. Who usually helps you with your homework? *(Select all that apply.)*

89%	Parent or guardian	26%	Friend
15%	Grandparent	20%	Teacher
23%	Brother or sister	3%	GEAR UP staff (mentor, tutor)
13%	Other family member	4%	Some other person

2. Compared with other students, how hard do you think you work in school?

3%	Not nearly as hard	26%	Harder
7%	Not as hard	5%	Much harder
58%	About the same		

3. What type of student do you consider yourself to be?

2%	Poor	65%	Good
16%	Fair	18%	Excellent

4. How important to you is what each of the following people think you should do about your education?

		Not Impt.	*Some Impt.*	*Very Impt.*
a.	Parent or guardian	1%	9%	91%
b.	Grandparent	6%	29%	66%
c.	Brother or sister	25%	43%	32%
d.	Other family member	11%	44%	44%
e.	Friend	20%	53%	27%
f.	Religious leader (minister, priest, rabbi)	31%	32%	37%
g.	Teacher	4%	21%	75%
h.	Guidance counselor	18%	37%	45%
i.	Principal or assistant principal	11%	28%	62%
j.	Coach	22%	33%	45%
k.	GEAR UP staff (mentor, tutor)	17%	34%	50%
l.	Some other person	42%	37%	21%

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5. I am doing well (a grade of A or B) in each of these subjects:

		Yes	*No*	*Not Taking*
a.	English	84%	15%	2%
b.	History	76%	18%	6%
c.	Math	77%	20%	2%
d.	Science	82%	16%	2%

6. If you are not doing well in a particular subject, why not?
(Select all that apply for each subject.)

	Eng.	*His.*	*Math*	*Science*
Have a C or D	13%	15%	19%	14%
Subject is too hard	7%	11%	15%	7%
Subject is boring	15%	19%	12%	12%
Don't do well on tests	11%	17%	18%	16%
Don't do all the assignments	8%	8%	10%	7%
Don't like the teacher	7%	7%	7%	6%
Don't understand the subject	9%	9%	12%	7%
Don't like the subject	12%	13%	13%	9%
Don't pay enough attention in class	7%	8%	9%	7%
Don't study hard enough	9%	11%	11%	11%
Other	5%	5%	6%	5%
Don't Know	7%	7%	7%	7%

7. Which subjects do you think you need help with? *(Select all that apply.)*

20%	English	21%	Science
19%	History	20%	Social Studies
38%	Math	16%	Spelling
14%	Reading	12%	Other

8. What is your favorite subject in school?

14%	Art	5%	Reading
10%	Band	14%	Science
6%	English	3%	Social Studies
3%	History	5%	Spelling
19%	Math	20%	Other

9. What makes that subject your favorite? *(Select all that apply.)*

53%	It's fun or cool	38%	I like the activities
41%	It's easy to understand	25%	It's challenging
46%	I like the teacher	45%	I like the subject
55%	I am good at it	13%	Other

10. Which of the following courses do you plan on taking in high school? *(Select all that apply.)*

54%	Algebra	67%	Foreign Language
20%	Calculus	29%	Physics
47%	Chemistry	19%	Trigonometry

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11. For each of the following subjects, about how many hours <u>each day</u> do you spend on homework?

		0	*½*	*1*	*1½*	*2*	*2½*	*3*	*Not Taking*
a.	English	21%	62%	12%	2%	1%	0%	1%	1%
b.	Science	21%	56%	15%	4%	2%	0%	1%	1%
c.	Math	11%	51%	25%	7%	3%	1%	2%	1%
d.	History/Social Studies	17%	53%	19%	6%	2%	1%	1%	1%
e.	All other subjects combined	12%	36%	20%	12%	9%	4%	6%	1%

		Yes	*No*
12.	I think I have good study skills.	76%	24%
13.	I would be interested in attending an after-school tutoring program.	36%	65%
14.	I think I have the ability to go to college.	90%	10%
15.	In school, I participate in sports.	59%	41%
16.	In school, I participate in clubs.	40%	60%
17.	In school, I participate in student government.	17%	83%
18.	I use a computer for school projects.	80%	20%
19.	I have taken a computer class at school.	63%	37%
20.	I use a computer at home.	81%	19%
21.	If you have a computer at home, do you have Internet access?	73%	27%
22.	I plan to be living in West Virginia when I'm 30.	53%	47%
23.	I plan to be working in West Virginia when I'm 30.	52%	48%
24.	I would be interested in having a "college-type" mentor or buddy.	61%	39%

Knowledge about College

		Yes	*No*
25.	Have you ever talked with your school counselor or someone else at your school about the entrance requirements for college (i.e., GPA, ACT scores, or other college requirements)?	18%	82%
26.	Do you have an idea of what courses you should take in high school to prepare you for college?	56%	44%
27.	Have you heard of the following types of schools?	*Yes*	*No*
a.	Two-year or community college	56%	44%
b.	Four-year college or university	80%	20%
c.	Vocational, trade, or business school	55%	45%
28.	Do you think a person with a college degree typically earns more money in one year than a person who does not have a college degree?	83%	17%

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29. How much do you think it costs for one year of tuition at a four-year public college in your state? (This estimate should not include food, housing, or book expenses.)

8%	Up to $1,000	12%	$15,001 - $20,000
22%	$1,001 - $5,000	7%	$20,001 - $25,000
22%	$5,001 - $10,000	6%	$25,001 - $30,000
17%	$10,001 - $15,000	8%	More than $30,000

30. How important to your future is getting an education beyond high school?

8%	Don't know	13%	Some important
2%	Not important	78%	Very important

Plans for the Future

31. What do you want to be when you grow up?

2%	Actor/actress	7%	Doctor	1%	Pilot
2%	Architect	2%	Engineer	2%	Police officer
1%	Artist	5%	Lawyer	2%	Race-car driver
9%	Athlete (any sport)	2%	Mechanic	2%	Scientist
0%	Astronaut	3%	Military	3%	Singer/musician
2%	Beautician	1%	Model	5%	Teacher
1%	Chef	3%	Nurse	2%	Truck driver
3%	Computer/video	1%	Pharmacist	7%	Veterinarian
1%	Construction worker	1%	Photographer	14%	Other Career
1%	Designer/decorator	1%	Physical therapist	14%	Don't Know

	Yes	*No*
32. Do you think you will continue your education after high school (that is, go to college or attend a trade school, etc.)?	90%	10%
33. Before entering the seventh grade, had you ever heard of GEAR UP?	88%	12%

34. From whom do you get most of your information about your options for continuing your education after high school? *(Select all that apply.)*

85%	Parent or guardian	41%	Teacher
35%	Grandparent	9%	Guidance counselor
23%	Brother or sister	12%	Principal or assistant principal
29%	Other family member	8%	Coach
20%	Friend	9%	GEAR UP staff (mentor, tutor)
5%	Religious leader (minister, priest, rabbi)	16%	Some other person

35. How far in school do you think you will get?

1%	Less than high school graduation	12%	Two-year college degree (associate)
13%	High school graduation	38%	Four-year college degree (bachelor)
4%	Certificate program (less than 2-year college pgm.)	32%	Six-to-ten-year college degree (master, doctorate)

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36. What is the main reason you would not continue your education after high school?

47%	No reason, I definitely will go	6%	I want to join the military
18%	It costs too much or I can't afford it	2%	Don't want to be away from home
3%	Don't need college for planned job	2%	Just don't like school
2%	My grades are not good enough	2%	I want to start a family
2%	I'm just not interested	2%	Some other reason
2%	I need or want to work	13%	Don't know

37. Do you think you will be able to afford to attend a four-year college or university after high school?

10%	Definitely can't afford it	34%	Probably can afford it
8%	I doubt if I can afford it	18%	Definitely will be able to afford it
31%	I'm not sure		

	Yes	*No*
38. During the past year, have you discussed academic requirements for attending a four-year college with any adults in your household?	43%	57%

39. Have any of your family members attended college?	*Yes*	*No*
a. Mother or female guardian	50%	50%
b. Father or male guardian	39%	62%
c. Grandparent	42%	59%
d. Brother or sister	24%	76%

40. How much education do you think your father or male guardian wants you to get?

2%	Less than high school graduation	11%	Two-year college degree (associate)
10%	High school graduation	38%	Four-year college degree (bachelor)
4%	Certificate program (less than 2-year college pgm.)	36%	Six-to-ten-year college degree (master, doctorate)

41. How much education do you think your mother or female guardian wants you to get?

1%	Less than high school graduation	10%	Two-year college degree (associate)
9%	High school graduation	38%	Four-year college degree (bachelor)
4%	Certificate program (less than 2-year college pgm.)	39%	Six-to-ten-year college degree (master, doctorate)

Background

	Male	*Female*
42. What is your gender?	49%	51%

	11	*12*	*13*	*14*	*Other*
43. How old are you?	1%	72%	23%	3%	0%

44. How do you describe yourself?

6%	American Indian or Alaska Native	1%	Native Hawaiian/Other Pacific Islander
0%	Asian	89%	White
1%	Black or African American	1%	Biracial
1%	Hispanic or Latino	2%	Multiracial

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45. How many brothers do you have?	0	1	2	3	4	5	6	7	8	9
	31%	39%	19%	7%	2%	1%	1%	0%	0%	0%
46. How many sisters do you have?	0	1	2	3	4	5	6	7	8	9
	34%	37%	18%	7%	2%	1%	1%	0%	0%	0%
47. Counting yourself, how many people live in your home?	0	1	2	3	4	5	6	7	8	9
	0%	0%	4%	19%	38%	24%	9%	3%	1%	1%

Aspirations

Use the following scale to indicate your level of agreement for each of the following items:
(Highest percentages are in blue print)
1 = Strongly Disagree (**SD**) 2 = Disagree (**D**) 3 = Don't Know (**DK**) 4 = Agree (**A**) 5 = Strongly Agree (**SA**)

		SD	*D*	*DK*	*A*	*SA*
48.	I need more education or training after high school to get a satisfying job.	4%	6%	16%	31%	43%
49.	I want to make some money immediately after high school.	2%	5%	18%	41%	34%
50.	I plan to continue my education after high school, no matter what my career.	4%	5%	19%	27%	46%
51.	I can get a satisfying job without further education after high school.	25%	27%	26%	15%	7%
52.	Continuing my education after high school might help me decide what to do.	2%	5%	17%	48%	29%
53.	I am anxious to begin my career as soon as possible after high school.	6%	16%	29%	27%	22%
54.	The opinions, plans of friends help me make decisions for after high school.	10%	22%	30%	30%	8%
55.	Getting a job right after high school might help me decide what I want to do.	7%	16%	32%	35%	11%
56.	I won't be able to afford to continue my education after high school.	22%	24%	39%	9%	7%
57.	The opinions/plans of family help me make decisions for after high school.	3%	7%	21%	48%	21%
58.	I can take control of situations.	2%	5%	23%	51%	19%
59.	I know what I want and I go after it.	1%	6%	21%	43%	29%
60.	I am a good leader.	3%	8%	34%	38%	17%
61.	I can select the best way to solve a problem.	3%	9%	36%	41%	12%
62.	I do what I say I will.	2%	8%	23%	49%	18%
63.	I usually have fun in class.	5%	12%	16%	50%	16%
64.	I am a positive role model to other students.	5%	9%	43%	29%	14%
65.	Teachers care about my problems and feelings.	4%	7%	34%	36%	20%
66.	Teachers respect my thoughts.	4%	6%	33%	40%	18%
67.	I seek solutions to complex problems.	2%	6%	32%	45%	15%
68.	I have a strong caring relationship with an adult.	3%	3%	17%	36%	43%
69.	Teachers care about my success in class.	3%	4%	19%	44%	30%
70.	I believe I can always improve.	1%	2%	8%	44%	45%
71.	Teachers expect me to succeed.	1%	2%	20%	47%	30%
72.	I am confident in my ability to do well.	1%	2%	11%	51%	34%

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1 = Strongly Disagree (**SD**) 2 = Disagree (**D**) 3 = Don't Know (**DK**) 4 = Agree (**A**) 5 = Strongly Agree (**SA**)

		SD	*D*	*DK*	*A*	*SA*
73.	I take action on causes I believe in.	1%	4%	22%	48%	25%
74.	Teachers value my opinions.	3%	6%	40%	37%	14%
75.	I accept responsibility for my actions.	1%	3%	14%	55%	26%
76.	I am proud of my school.	5%	6%	18%	44%	26%
77.	Teachers help me to succeed.	2%	4%	17%	51%	27%
78.	I put forth the necessary effort to reach a goal.	1%	3%	15%	51%	30%
79.	Teachers support me when I try something new.	3%	6%	31%	42%	18%
80.	My courses help me to understand what is happening in my everyday life.	2%	7%	29%	44%	18%
81.	Teachers tell me I do a good job when i try my best.	3%	5%	14%	51%	28%
82.	I am eager to learn new things.	2%	4%	16%	49%	29%
83.	Teachers make learning exciting.	7%	13%	28%	39%	13%
84.	I have a teacher who is a positive role model for me.	5%	9%	28%	34%	25%
85.	Teachers allow me to explore topics I find interesting.	4%	9%	29%	43%	15%
86.	I am not usually bored in school.	12%	19%	20%	36%	13%
87.	Teachers expect me to be a good decision maker.	2%	3%	28%	46%	21%
88.	Anyone can succeed if they work hard enough.	1%	2%	9%	37%	50%
89.	I have opportunities to decide for myself what I learn about in school.	3%	8%	22%	44%	24%
90.	Teachers encourage me to ask questions.	3%	6%	17%	44%	31%

Items 63-90 are from the *Students Speak* survey developed by the National Center for Student Aspirations, College of Education and Human Development, University of Maine.

Aspiration Subscales

		Mean	Std. Dev.
1.	**Belongings:** A relationship between two or more individuals characterized by a sense of connection, support, and community.	3.63	0.79
2.	**Heros:** People whom children admire and imitate because of their personal talent.	3.82	0.64
3.	**Sense of Accomplishments:** In addition to academic success, recognizes effort, perseverance, and citizenship as important signs of children's success.	4.06	0.66
4.	**Fun and Excitement:** Involves being interested in something, being emotionally involved, or having an intense experience or desire of some kind.	3.38	0.92
5.	**Spirit of Adventure:** Characterized as a child's ability to take on positive, healthy challenges.	3.77	0.62
6.	**Curiosity and Creativity:** Characterized as inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries.	3.70	0.67
7.	**Leadership and Responsibility:** Children's sense of control and responsibility for their actions and words.	3.78	0.60
8.	**Confidence to Take Action:** The extent to which children believe in themselves and is related to self-regard, self-esteem, self-worth, and self-respect.	4.12	0.67

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Regional: March 2003 (N = 3,294)

Fairmont State College
GEAR UP Partnership Grant:

2002-2003
Parent Survey

Please respond to all items by completely filling in the circle for each selected response.

Like this: ● **Not this:** ⊗ ⊘

Identification Code:

Student Social Security No.									Co.		Sch.	
0	0	0	0	0	0	0	0	0	0	0	0	0
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8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

General Information

1. What is your relationship to the seventh-grade child who brought this survey home?

	MALE RESPONDENTS:		FEMALE RESPONDENTS:
34%	Father or male guardian	58%	Mother or female guardian
4%	Step or foster father	1%	Step or foster mother
1%	Grandfather	1%	Grandmother
1%	Friend of child's mother	0%	Friend of child's father
0%	Other male	0%	Other female

Your Child

2. For each of the following subjects, about how many hours each day does your child spend on homework?

		0	*½*	*1*	*1½*	*2*	*2½*	*3*	*Not Taking*
a.	English	17%	69%	11%	2%	1%	0%	0%	0%
b.	Science	18%	65%	12%	3%	1%	0%	0%	1%
c.	Math	7%	62%	22%	5%	1%	1%	1%	1%
d.	History/Social Studies	15%	66%	13%	4%	1%	0%	0%	1%
e.	All other subjects	17%	63%	13%	4%	2%	1%	1%	1%

3. For each of the following subjects, about how often each week do you help your child with homework?

		Never	*Occa-sionally*	*Fre-quently*	*Every Day*	*Not Taking*
a.	English	17%	54%	18%	11%	0%
b.	Science	14%	57%	18%	10%	1%
c.	Math	10%	49%	24%	16%	1%
d.	History/Social Studies	14%	56%	18%	11%	1%
e.	All other subjects	15%	60%	15%	11%	0%

4. Compared with other students, how hard do you think your child works in school?

3%	Not nearly as hard	32%	Harder
9%	Not as hard	6%	Much harder
51%	About the same		

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5. What type of student is your child? (Consider academic performance and study habits).

2%	Poor	51%	Good
17%	Fair	30%	Excellent

	Yes	*No*
6. Have you talked with anyone at your child's school about the courses or grades needed to graduate from high school?	14%	86%
7. Do you feel you have enough information about high school graduation requirements?	37%	63%

	Never	*Seldom*	*Occa-sionally*	*Fre-quently*
8. How often do you attend activities or events at your child's school?	6%	16%	43%	36%
9. How often do you meet with your child's teachers to discuss the academic progress of your child?	16%	28%	45%	12%

10. How satisfied are you regarding your child's experiences this year with each of the following:	*Very Dissat.*	*Dissat-isfied*	*Satisfied*	*Very Satisfied*
a. His/her education	1%	7%	80%	13%
b. School's approach towards college preparation	2%	14%	76%	9%
c. The level of discipline maintained in the classroom by your child's teacher	2%	6%	80%	13%
d. The respect that teachers and students have for each other	2%	13%	73%	12%
e. The level of discipline maintained in the school by the principal or assistant principal	3%	8%	73%	17%
f. The school's encouragement of family involvement	2%	10%	75%	13%

11. How helpful are each of the following ways of learning about how your child is doing in school:	*Not Help-ful at All*	*Not too Helpful*	*Helpful*	*Very Helpful*
a. Parent/teacher conferences	2%	8%	61%	30%
b. Homework sign-off	4%	15%	60%	22%
c. Report cards	0%	3%	53%	44%
d. Talking to my child	2%	8%	51%	39%
e. Phone calls from teacher(s)	5%	10%	56%	29%
f. Notes from teacher(s)	4%	7%	55%	34%

Your Child's Future Plans

12. How far in school would you like to see your child go?

0%	Less than high school graduation	8%	Two-year college degree (associate)
6%	High school graduation	46%	Four-year college degree (bachelor)
3%	Certificate program (less than 2-year college pgm.)	36%	Six-to-ten-year college degree (master, doctorate)

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13. Who provides your child with information about options for continuing education after high school? *(Select all that apply.)*

88%	Parent or guardian	50%	Teacher
32%	Grandparent	29%	Guidance counselor
23%	Brother or sister	14%	Principal or assistant principal
28%	Other family member	8%	Coach
17%	Friend	21%	GEAR UP staff (mentor, tutor)
9%	Religious leader (minister, priest, rabbi)	7%	Some other person

14. What would be the main reason for your child not continuing his/her education after high school?

45%	No reason, child definitely will go	2%	Child wants to join the military
26%	It costs too much or cannot afford it	0%	College is too far from home
1%	College not necessary for planned job	1%	Child doesn't like school
3%	Grades are not good enough	0%	Child wants to start a family
6%	Child is just not interested	3%	Some other reason
0%	Child wants or needs to work	13%	Don't know

Knowledge about College

		Yes	*No*
15.	Have you talked with anyone at your child's school about the courses and grades needed to get into college?	9%	91%
16.	Are you familiar with the entrance requirements for the three basic types of postsecondary schools?		
	a. Two-year or community college	35%	65%
	b. Four-year college or university	39%	61%
	c. Vocational, trade, or business school	36%	64%
17.	Have you talked with your child about attending college?	89%	11%
18.	Have you started saving any money for your child's college education?	39%	61%

19. How much do you think it costs for one year of tuition at a four-year public college in your state? (This estimate should <u>not</u> include food, housing, or book expenses.)

1%	Up to $1,000	12%	$15,001 - $20,000
24%	$1,001 - $5,000	7%	$20,001 - $25,000
28%	$5,001 - $10,000	4%	$25,001 - $30,000
19%	$10,001 - $15,000	5%	More than $30,000

20. Do you think your child would be able to afford to attend a public four-year college or university?

10%	Definitely can't afford it	27%	Probably can afford it
11%	Doubt if can afford it	12%	Definitely will be able to afford it
40%	Not sure		

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21. Have you heard of the following sources of money for education beyond high school? *(Select all that apply.)*

63%	Federal Pell grants	36%	Institutional scholarships
77%	Federal student loans	54%	Private or academic scholarships
41%	Federal work-study	71%	Athletic scholarships
63%	State scholarships		

		Yes	*No*
22.	Do you think your child is likely to qualify for enough of the above sources of financial assistance to attend college?	74%	27%

Background

		Male	*Female*
23.	What is your gender?	39%	61%

24. What is the highest level of education you have obtained?

12%	Less than high school graduation	10%	Two-year college degree (associate)
45%	High school graduation	10%	Four-year college degree (bachelor)
17%	Certificate program (less than 2-year college pgm.)	5%	Six-to-ten-year college degree (master, doctorate)

		Yes	*No*
25.	Are there any other adults in your household?	88%	12%
26.	Is anyone in your household currently attending college?	16%	84%
27.	Do you use a computer at home?	75%	25%

28. What is the total yearly income of all persons in your household? (Include salaries, interest, retirement, and public assistance for all household members.)

12%	$10,000 or less	17%	$30,001 to $40,000
18%	$10,001 to $20,000	12%	$40,001 to $50,000
19%	$20,001 to $30,000	22%	More than $50,000

29. How do you describe yourself?

1%	American Indian or Alaska Native	0%	Native Hawaiian or Other Pacific Islander
0%	Asian	96%	White
1%	Black or African American	0%	Biracial
0%	Hispanic or Latino	1%	Multiracial

30. Which of the following free workshops would you attend if they were offered at a convenient time, with free transportation? *(Select all that apply.)*

36%	Understanding Computers/Internet	33%	Preparing for College - A Parent's Course
27%	Brush-Up Course for Parents in Math	33%	Understanding College Requirements
15%	Brush-Up Course for Parents in English	42%	Understanding Financial Aid/Scholarships
10%	Brush-Up Course for Parents in Spelling	8%	Preparing to Take the GED
10%	Brush-Up Course for Parents in Writing	33%	Understanding the Teenage Years
9%	Brush-Up Course for Parents in Speaking	32%	How to Know the Signs of a Troubled Teen

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Fairmont State College:
GEAR UP Partnership Grant

2002-2003
10th Grade Student Survey

Please respond to all items by completely filling in the circle for each selected response.

Like this: ● **Not like this:** ✗ ✓

Regional: March 2003 (N = 1,812)

Identification Code:

Student Social Security No.									Co.		Sch.	
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		Male	Female
1.	What is your gender?	48%	52%

		Yes	*No*
2.	Have you ever talked with your school counselor or someone else at your school about the entrance requirements for college (i.e., GPA, ACT scores, or other college requirements)?	42%	58%
3.	During the past year, have you discussed academic requirements for attending a four-year college with any adults at school (i.e., high school classes you need to take in preparation for college)?	55%	45%
4.	Have you heard of the following types of schools?		
	a. Two-year or community college	92%	8%
	b. Four-year college or university	97%	3%
	c. Vocational, trade, or business school	87%	13%

5. What do you most want to be when you grow up?

0%	Actor/actress	7%	Doctor	1%	Pilot
2%	Architect	6%	Engineer	2%	Police officer
2%	Artist	5%	Lawyer	0%	Race-car driver
5%	Athlete (any sport)	3%	Mechanic	2%	Scientist
0%	Astronaut	3%	Military	0%	Singer/musician
2%	Beautician	1%	Model	5%	Teacher
1%	Chef	7%	Nurse	1%	Truck driver
0%	Computer/video technician	2%	Pharmacist	4%	Veterinarian
0%	Construction worker	1%	Photographer	22%	Other career
0%	Designer/decorator	4%	Physical therapist	12%	Don't know

6. How far in school do you think you will get?

1%	Less than high school graduation	11%	Two-year college degree (associate)
15%	High school graduation	44%	Four-year college degree (bachelor)
5%	Certificate program (less than 2-year college pgm.)	24%	Six-to-ten-year college degree (master, doctorate)

7. What is the main reason you would not continue your education after high school?

52%	No reason, I definitely will go	6%	I want to join the military
11%	It costs too much or I can't afford it	1%	Don't want to be away from home
3%	Don't need college for planned job	3%	Just don't like school
3%	My grades are not good enough	1%	I want to start a family
2%	I'm just not interested	3%	Some other reason
2%	I need or want to work	12%	Don't know

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8. Do you think you will be able to afford to attend a four-year college or university after high school?

7%	Definitely can't afford it	34%	Probably can afford it
11%	I doubt if I can afford it	16%	Definitely will be able to afford it
32%	I'm not sure		

9. Overall, how often would you say you participate in the GEAR UP program activities?

19%	Never	24%	Most of the time
38%	Sometimes	5%	Always
13%	About half of the time		

10. Overall, how satisfied are you with the GEAR UP program?

5%	Very dissatisfied	72%	Satisfied
7%	Dissatisfied	16%	Very satisfied

11. Since you were in the seventh grade, how often have you attended any of the following activities provided by the GEAR UP program?

		Not Offered	*Never*	*A few times*	*Occa-sionally*	*Fre-quently*	*Every day*
a.	Tutoring in math	5%	63%	18%	8%	5%	1%
b.	Tutoring in English	6%	75%	11%	5%	3%	1%
c.	Tutoring in other academic subjects	6%	70%	13%	6%	3%	1%
d.	Tutoring for SAT, ACT, or other entrance exams	11%	74%	8%	3%	2%	1%
e.	Other type of tutoring	7%	72%	13%	4%	2%	1%
f.	Computer-assisted lab, any type	10%	62%	17%	8%	3%	1%
g.	Mentoring	12%	74%	9%	4%	2%	1%
h.	Class at a college	14%	70%	11%	3%	1%	0%
i.	Counseling/advising for college	11%	66%	16%	4%	2%	0%
j.	Counseling, personal	11%	74%	10%	2%	2%	0%
k.	Workshop on college preparation	12%	65%	16%	4%	2%	1%
l.	Workshop on study skills	10%	69%	16%	3%	2%	1%
m.	Workshop on careers	9%	59%	23%	6%	2%	1%
n.	Other workshop	9%	65%	18%	5%	2%	1%
o.	College visit	5%	34%	39%	15%	6%	1%
p.	Job site visit	9%	58%	23%	6%	3%	1%
q.	Cultural event	9%	56%	24%	8%	2%	1%
r.	Some other type of visit	8%	56%	26%	7%	2%	1%
s.	Job shadowing	12%	67%	15%	4%	2%	1%
t.	College student shadowing	15%	74%	7%	2%	1%	0%
u.	College professional shadowing	15%	76%	6%	2%	1%	0%
v.	Other shadowing	13%	75%	7%	3%	1%	0%
w.	GEAR UP family activity	6%	58%	22%	9%	4%	1%

		Yes	*No*
12.	Has being in the GEAR UP program changed your plans about going to college?	30%	70%

If you selected "Yes," what were the biggest factors? *(select all that apply)*

36%	Information about financial aid and college costs	5%	Mentoring
38%	Information about benefits of attending college	51%	Visits to college campus
17%	Tutoring or help with school work	20%	Other

13. What high school are you currently attending?

3%	Clay Battelle High (9 - 12)	1%	Harman School (9 - 12)	9%	Preston High
5%	Doddridge County High	7%	Liberty High	9%	Robert C. Bryd High
10%	East Fairmont High	9%	Lincoln High	5%	South Harrison High
8%	Elkins High	9%	North Marion High	3%	Tucker County High
1%	Fairmont Senior High	2%	Philip Barbour High	4%	Tygarts Valley High (9 -12)
8%	Grafton High	0%	Pickens School (9 - 12)	7%	University High

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